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ABSTRACT

This handbook recognizes the growing trend away from traditional disciplinary tactics to a discipline policy that encourages student responsibility. This edition, published by the Oklahoma Department of Education, contains three sections. The first describes methods for creating a positive learning climate, some of which include evaluating teacher characteristics, building student self-esteem and motivation, developing reflective listening, creating a pleasant physical environment, and promoting acceptable behavior. Section 2 offers techniques for managing a positive climate. Following an overview of theories of classroom discipline, several topics are discussed: discipline as a curriculum area; the essential characteristics of effective discipline; the use of feedback to correct behaviors; time management; management routines; classroom preparation; individual instruction; and cooperative instruction. The third section examines alternative management techniques for problem behaviors. Appendices contain sample forms and worksheets dealing with feedback, rewards, assertive discipline, chemical dependency, outside assistance for troubled students, legal issues, and alternative education. Contains 81 references. (LMI)

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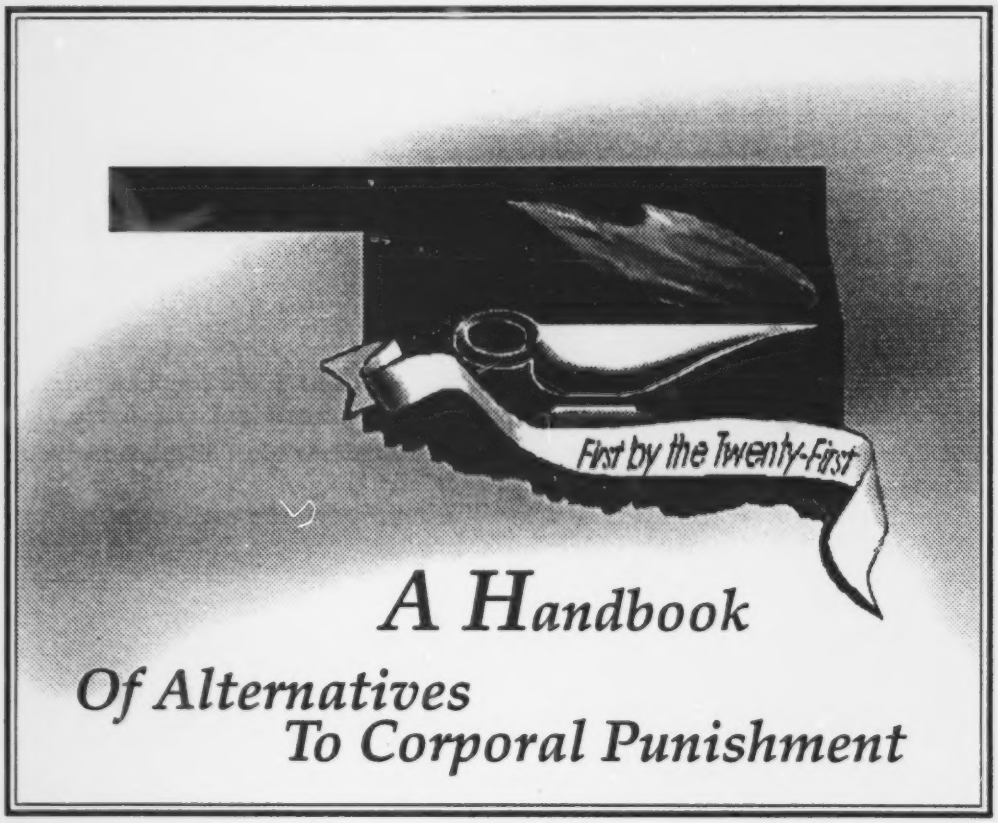
H.B. 1017, Section 38



A Handbook Of Alternatives To Corporal Punishment

Sandy Garrett, State Superintendent of Public Instruction
Oklahoma State Department of Education

1993
Fourth Edition

EA 025 777

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FOREWORD

Our public schools are mirrors--as well as molders--of our free society. One of the most vital lessons in any classroom is that of responsible behavior, the actions and conduct of individual students and the class as a whole that can assure a healthy learning climate. As with society, progress cannot occur in the classroom without the fundamental human principles of order and mutual respect.

A Handbook Of Alternatives To Corporal Punishment recognizes the growing trend away from old disciplinary tactics to one which more closely resembles those which today's students will encounter as adult citizens. Employers and college professors do not "give swats"; they expect responsible behavior because it is the right thing to do, and because it is a cornerstone of an orderly world.

This edition, formerly called *Crossroads*, includes methods for creating a positive learning climate, techniques for managing that climate and alternative means for dealing with problem behavior. It is based on current research and classroom experience, and is the product of a collaboration involving a number of professional educators. The appendix includes a number of sample forms which may be of use to the educator, and you are encouraged to use or modify them as needed.

Growing public interest in education is always a plus, but it can also present new and unexpected challenges. If you have read this publication before, please take time to read it again in this new light. Feel free to reproduce or duplicate any or all of this edition in order to share this information with all teachers. I hope you will find new and effective ways to help meet the challenges of classroom management.

Sandy Garrett
State Superintendent of
Public Instruction

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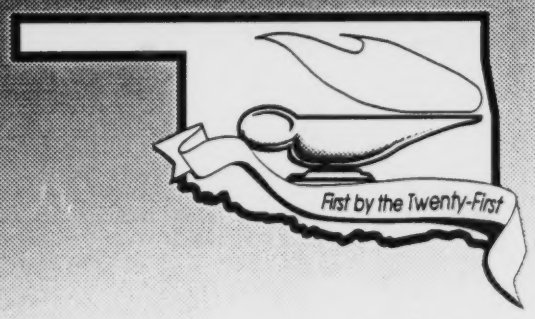

Creating
A Positive Climate For Learning

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Self-Evaluation

Ask yourself the questions below to find out how you rate in classroom management. If you feel improvement might be beneficial, this handbook should provide some assistance.

	Seldom	Sometimes	Usually
Do I Practice Good Classroom Management Strategies?			
1. Do I read yawning mouths and out-the-window stares as signals to change the pace?	____	____	____
2. Am I skilled at attending to two or more matters at one time?	____	____	____
3. Are my students aware that I am perceptive of behavior in all sectors of my classroom?	____	____	____
4. Do I reinforce behaviors I wish to have repeated?	____	____	____
5. Do I have the capacity to make professional decisions confidently and rationally?	____	____	____
6. Can I tolerate those normal, but sometimes irritating, student behaviors documented as typical of the age group I am teaching?	____	____	____
7. In view of the contemporary emphasis on the rights of free expression and due process, am I sufficiently informed in school law to rely more heavily on preventive rather than coercive alternatives when dealing with deviant student behavior?	____	____	____
8. Is my punishment for deviant behavior legal, prompt, appropriate, impersonal, and private?	____	____	____

		Seldom	Sometimes	Usually
9.	Am I aware that as a classroom teacher I cannot be expected to solve single-handedly the social problems of the community that spill from the streets into the classroom?	____	____	____
What is the Climate of My Classroom?				
10.	Do I encourage students to try something new and to join in new activities?	____	____	____
11.	Do I teach in a manner that is exciting and interesting?	____	____	____
12.	Do I learn the name of each student quickly and do I use that name often?	____	____	____
13.	Do I arrange time to permit a quiet talk with each student?	____	____	____
14.	Do I notice and comment favorably on the things that are important to the students?	____	____	____
15.	Do I avoid having "favorites" and "victims?"	____	____	____
16.	Do I have, and do my students have, a clear idea of what is and what is not acceptable in my class?	____	____	____
17.	Within my limits, is there room for students to be active and natural?	____	____	____
18.	Am I adequately prepared for class each day?	____	____	____
19.	Do I permit my students to make mistakes without penalty?	____	____	____

		Seldom	Sometimes	Usually
Are My Disciplinary Techniques Adequate?				
22.	Do I keep my students alert and accountable?	____	____	____
23.	Do I switch to new teaching approaches when the old ones do not work?	____	____	____
24.	Am I able to help students laugh off their tensions when appropriate?	____	____	____
25.	Do I help misbehaving students understand the probable results of their actions?	____	____	____
26.	Are my control techniques task-centered rather than teacher-centered?	____	____	____
27.	Do I punish my students consistently for breaking the rules?	____	____	____
28.	Does the deviant student clearly know what he/she has done wrong when disciplinary action is taken?	____	____	____
29.	Do I help my students to know and understand the principles of developing self-control?	____	____	____
30.	Do I punish students as their deviances begin to emerge rather than after the misbehavior?	____	____	____

Children Learn What They Live

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

-Dorothy Law Nolte

TEACHER CHARACTERISTICS THAT SUPPORT QUALITY LEARNING

The success of the whole school year is based upon a positive classroom atmosphere which promotes learning. To establish this atmosphere the teacher must be the model for taking risks because learning is based upon being able to risk. It is the responsibility of the teacher to provide an atmosphere where students feel psychologically safe and secure as they learn.

The teacher's attitude, one which promotes self-confidence and self-improvement on the part of the student, is a key factor in establishing a proper atmosphere for learning. Teacher expectations communicate to students the type of behavior expected. If a teacher expects students to behave appropriately, then more than likely they will; and if the teacher expects the students to misbehave, then they probably will. It is the teacher who can initiate a positive climate among classroom members and promote the acceptance of rejected students and new class members. It is important to keep in mind that one of our responsibilities is to teach children to live effectively in a democratic society.

Basic to freedom in our society is self-discipline. Self-control frees a person from the need for control to be imposed by society. Thus, as we work with students, we must keep in mind the goal of self-discipline. The goal of self-discipline is most likely to be achieved by teachers who know when to exercise their authority, when to involve students in the decision making process and when to stand back and allow students to try their wings. Young people need the security of responsible adult authority, the opportunity to be involved in decision making, and the experience of learning by doing.

Students who have a stake in their classroom appear to be more productive. A teacher teaches responsibility by sharing responsibility. Learning can be desirable and pleasant if the student is part of the learning process. Attitudes of realness, acceptance, and empathic understanding can provide the teacher with tools to build and promote a positive learning climate. A teacher who exhibits realness is a teacher simply being himself or herself. The teacher must be genuine and allow the student to know that. Acceptance and respect for the student guarantees a high degree of learning, while promoting the belief that the student is trustworthy.

Empathic understanding is the ability to understand behavior from the student's point of view. This attitude is clearly nonjudgmental and nonevaluative. Inappropriate behavior is considered understandable and not as a personal insult. Clearly communicated and sensitive, accurate, empathetic understanding greatly improves the learning climate in a classroom. Students have a clear idea of what is and what is not acceptable within a classroom.

A successful teacher will have a student-centered curriculum instead of content-centered. Lessons will be well-planned and interesting. There will be a multimedia approach rather than a textbook, moving from page one on the first day straight through until the last day of school. All students will not be on the same page, doing the same thing, day after day. Each student will be assured that the teacher is primarily concerned with his/her individual needs. The teacher will provide many honest experiences of success for all the students. The tasks will be set by considering students' capabilities. Lip service is not enough in dealing with students' individual needs. If a teacher desires to promote a successful learning atmosphere, consideration of individual needs is a prerequisite.

Mental alertness and preparedness will give the teacher confidence. A teacher cannot promote self-confidence or build self-esteem if he/she does not possess the attitude (a teacher can't promote what isn't felt.) It is helpful to have mental organization, not just physical, in lesson plans. Lesson plans are necessary for daily preparation and organization. Mental organization is knowing the scope and sequence of the content area being taught. A successful teacher will know the purpose and the direction of the material being taught. This knowledge gives the teacher the ability to work with individual needs.

The teacher **accepts** the students **unconditionally** and views the students as persons of worth. Acceptance says that the students are trustworthy. A teacher who cares, affirms, and trusts students, furthers the students' self-confidence. Respect and approval are two different constructs and must not be misunderstood. Many times the teacher will respect (accept) students, but will disapprove of what the students are doing. It is important the teacher identify the **behavior** that is not acceptable, and keep it separate from the **value** or **worth** of the person.

The personality of the teacher is one of the major ingredients of a positive learning atmosphere in which risk taking is encouraged. A teacher can develop a climate where positive learning takes place and learners are encouraged to take risks.

Students in 5 seventh grade classes in a middle school in Oklahoma identified the qualities they perceived important in a good teacher. Some of the mentioned qualities included being consistent, willing to listen, giving choices and deadlines, caring about each student, putting fun in learning and being cheerful, friendly and firm. Also mentioned were allowing time for discussion and offering to help after school.

My Ideas

BUILDING SELF ESTEEM

MOTIVATION

Everyone needs motivation, even though the goals and techniques of stimulation might vary. Learners progress in any area of learning only as far as they need to in order to achieve their purposes. Often they do only well enough to "get by"; with increased motivation, they improve.

Motivation is a state within a learner the same way that hunger is a feeling within a person. No one can make a person hungry, but one can arrange conditions (the sight and smell of delicious food, or not permitting a person to have food) which will increase the probability of that person becoming hungry.

Motivation does not exist by itself. Motivation is intrinsic to the task, and no amount of gimmickry will produce well-motivated students for some task that they perceive to be unimportant or unreal. Where the task is real and important by objective measures students may be led toward a clearer understanding of the realities involved and thus motivated.

Involvement is one of the keys to achievement motivation. Students will be motivated to the extent that they are involved in:

1. setting the goals or objectives.
2. determining the procedures to be used in moving toward those goals or objectives.
3. regulating the conditions under which all members of the task group will work towards those goals or objectives.

It is highly probable that many disruptive behaviors would be prevented and others greatly tempered if students were motivated to the extent they worked on various academic tasks.

Following are some ideas for motivating students:

1. Let students know exactly what they may expect from you and what you expect from them.
2. Fit the work to the students; give them assignments they are capable of handling and from which they can get a sense of accomplishment.

3. From the beginning, establish a friendly but businesslike atmosphere and stimulate interest in your subject. The class has a job to do. Done right, it can be pleasant and satisfying.

4. Sell every assignment! Explain it carefully. Show why you are making it and what you hope to have them accomplish. Have pupils use assignment books to write each assignment down exactly and completely. Avoid long-range assignments with slower groups. They are too overwhelming for such pupils.

5. Plan ahead. Keep pupils aware of your plans. Careful planning and execution of your work helps create a stimulating sense of accomplishment.

6. Give an "overview" when introducing new units of work. Show how each unit fits into the overall picture. Have pupils look back when they have finished a section, summarizing what they have accomplished.

7. Use the teaser technique to excite interest, then leave it to the pupils to continue on their own. Read or tell an exciting incident, then tell the pupils where they may read more. Start a tricky puzzling problem in mathematics, then leave the rest up to them.

8. Determine the present level of the slow learner and build on what they actually know. Success motivates--failure frustrates.

9. Slow learners frequently have difficulty "just listening" so it is better to use visual aids of all kinds; these are preferable to recordings and tapes.

10. Find ways to compliment and honor those who do well, show improvement, or just try hard.

11. Instead of just teaching the facts of "Westward Expansion," ask children to figure out: "How has America's expanding frontier influenced my life today?"

12. Be sure your vocabulary and that of instructional materials are suitable to the level of the group.

13. Tests are most effective only when they are corrected carefully and returned promptly while the content and effort are still fresh in the pupils' minds.

    a. To stimulate specific learning in certain areas, use "open book" tests.

    b. When tests are returned, put the class average or median on the blackboard so pupils can see where they stand. A comparison with other groups or boys' average with girls' average may sometimes be used to stimulate pride and competition. Do not emphasize merely the comparative averages, but the progress or lack of it from, test to test.

    c. The greatest learning from tests takes place when the teacher and the class go over a test together and students learn the correct answers.

14. Make everyone an active participant in the learning process.

15. Make drills and reviews into games. When learning becomes fun, progress becomes easier.

16. Show the importance of other subjects as well as your own at every opportunity.

17. Be sure the atmosphere is permissive. Offer encouragement and opportunity to all students to express their views and talk. Watch out for a monopolizing member who talks too much. Also, be aware of the expert in the class who creates a feeling of knowing it all. If any "brass" is present, participation usually diminishes. Plan for "free feeling" regardless of social, racial, educational, or economic status.

18. Recognize each student as an individual and get to know him/her as soon as possible.

    1. Study previous records.

    2. Contact parents by phone and tell them you're happy to be their child's teacher.

    3. A personal conference with each will show the importance you attach to students as individuals.

19. Make each student become special in your mind and let him/her know that he/she is. There are many ways of encouraging this individual rapport: discussion of mutual friends, likes and dislikes, showing an interest in his/her ambitions and accomplishments, and trying to develop within the mind of each pupil (especially the underachiever) an image of one's best potential self.

20. Help the shy, the uncooperative, the unenthusiastic, and the loner to become participants by mentioning their names on frequent occasions. For example, calling on the reluctant pupil first when the class is compiling lists of things, thus making it easier for him/her to make worthwhile contributions.

21. For remedial work and for coaching in proper study habits, personal attention is an excellent motivator.

22. Arrange two simultaneous behaviors (one contingent on another). For example, devise a situation whereby pupils may earn the privilege of engaging in one activity if they perform up to standard in another.

ENCOURAGEMENT

Encouragement is directed toward increasing the student's belief in self.

Students who have little self-esteem develop a defeatist attitude and give up when faced with anything difficult or puzzling to them. But in an atmosphere where there is freedom and encouragement to think, combined with respect for one another, a student's confidence grows, and with it, the ability to think creatively. Teachers should learn to recognize discouragement and help students overcome it.

To help build students' self-esteem, teachers should be aware of the differences between praise and encouragement.

Praise is not the same as encouragement. Praise may have an encouraging effect on some students, but often discourages and causes anxiety and fear. Some students come to depend on praise and will perform only for recognition in ever increasing amounts.

Differences Between Praise and Encouragement

PRAISE	ENCOURAGEMENT
Praise rewards the individual and tends to fasten attention upon self. Little satisfaction or self-fulfillment comes from this direction.	Encouragement stimulates the effort and fastens attention upon one's capacity to join humanity, and also to become aware of interior strength and ability to cope.
Praise recognizes the actor.	Encouragement acknowledges the act.

EXAMPLES

Aren't you wonderful to be able to do this!	Isn't it nice that you can help? We appreciate your help.
	How tidy our classroom looks now.
	Thanks for comforting Susan. It was a big help.
	I like your drawing. The colors are so pretty together.
I'm so proud of you for getting good grades (you are high in my esteem.)	I'm so glad you enjoy learning. (adding to your own resources)
I'm proud of you for behaving so nicely on the school bus.	We all enjoyed being together on the school bus.
I'm awfully proud of your performance in the recital.	It is good to see that you are enjoying playing the instrument. We all appreciate the job you did.

REFLECTIVE LISTENING

Reflective listening describes an idea that is utilized in many counseling theories and referred to by various names. It can be seen in techniques suggested by professionals such as Rogers, Gayda, and Glasser.

Reflective listening refers to both active listening and responding on the part of the listener. It means that the listener attends carefully the verbal and nonverbal cues given by the speaker and then puts these cues together into a statement which reflects the full meaning of the speaker. The intent is to establish common ground between speaker and listener--the feeling of "he understands me" or "she knows how I feel."

The response portion of reflective listening represents an attempt by the listener to avoid placing interpretations or to confirm, reject, or elaborate on the speaker's idea. The response is stated in a tentative manner which invites the speaker to be heard more completely.

Below are examples of student's statements or questions with examples of reflective listening responses. Endeavor to reflect content, mood, or both.

1. Student: (Exasperated) I just can't get these problems.
   Teacher: You feel upset (mood) because you don't understand how to solve these problems? (content)

2. Student: (Sounding hurt) Norman called me a sissy!
   Teacher: Your feelings are hurt (mood) about Norman calling you a name you don't like? (content)

3. Student: Kent tripped me.
   Teacher: You are angry with Kent?

4. Student: Why do we have to study this anyway?
   Teacher: Studying this material does not seem important to you?

5. Student: Nobody in this class likes me.
   Teacher: You're feeling bad because you think the other class members are avoiding you?

6. Student: I didn't do it. He did.
   Teacher: You're worried about being punished for something you didn't do?

7. Student: My grade is really terrible on this test. I thought I knew this stuff.
   Teacher: You would like to go over the test with me?

[These types of responses leave discussion and planning open. They make the student feel more comfortable. There is an absence in these responses of condemnation, ridicule, or interpretation of any sort. There is no stamp of either approval or disapproval.]

PHYSICAL ENVIRONMENT

Look at your room. How inviting is it?

A pleasant educational environment makes the classroom situation more enjoyable and manageable for both teacher and student. Even beyond the realm of the classroom, research in the business sector shows that pleasant, cheerful surroundings make the worker more productive. The interest and positive attitude created for the student far surpasses the time and planning given by the teacher to create a pleasant environment.

The Cheerful Classroom

The classroom should be attractive, informative, motivational, entertaining, and educational. Classroom decor is important for all levels and all ages of students. The preparedness and organization can establish an atmosphere conducive to classroom control.

Attractive, interesting, eye-catching bulletin boards help develop a positive learning environment. Posters teach children how to act. They tell them what the world thinks, believes, and feels; they tell them what is expected of them and provide models to follow.

Posters and bulletin boards should give positive messages about a teacher and a classroom. Before placing anything on the wall, ask these questions:

1. Is this a positive force in developing self-esteem?
2. Does it teach positive citizenship and character development?

3. Is this the attitude you want your students to have?
4. Do they set the kind of mood and atmosphere that is wanted in the classroom and school?
5. Do you reinforce what the poster or bulletin board says?

There are a variety of sources available to help teachers create cheerful, learning environments:

1. Personnel in your own building are excellent sources for materials.
2. Large companies, businesses, or various departments in state government can supply posters and other materials connected with a subject the class may be studying. Book and audiovisual companies are also viable sources.
3. Utilize your students' projects: creative endeavors, work well-done, student-produced games, successful tests, and materials brought from home can also be very helpful. A certain area of the room could be given entirely to a display of student work.
4. A calendar showing activities, holidays, work schedules, and assignments can be on permanent display.
5. Newspapers and magazines are fine resources. Materials found by the student and related to subjects being studied act as an excellent reinforcement in the learning experience.

The arrangement of seating coupled with placement of students can facilitate instruction, aid in learning, and help maintain discipline. Proper seating arrangements can aid in classroom management.

Suggested seating arrangements and special work areas follow:

1. Large Group Area

   This grouping of seats may focus on a blackboard since group instruction is given in this area. Windows or active areas can be distracting if students face them.

2. Individual Activity Area

   The same considerations apply to this area as to the large group area.

3. Accessories

   Accessories such as pencil sharpeners and trash cans can be highly distractible. This out-of-seat activity and necessary traffic should occur behind or to the side of the students' focal points.

4. Small Group Area

   Because of the small teacher-pupil ratio, for specific instruction, distractible areas are not as important to avoid.

5. Time-Out Area

   This area should be away from group areas to reduce visibility. Windows, doorways, and major traffic patterns should be avoided.

6. Learning Styles Needs

   Seat students according to learning style need, taking into consideration needs for light, heat, structured design, silence. Some students learn better seated alone, some in pairs, some in groups of three or four.

My Ideas

HELPFUL HINTS

1. At times, use placement of seating as a reward. Recognize appropriate behavior by allowing students individually or as a group to select their own placement.

2. Use placement of seating to control disruptive behavior.

   a. Individual

      A student causing class distraction can be moved away from the group. The placement of his/her desk beside the teacher's desk enables the teacher to give attention, increased time, and positive input to the student. It also enables the teacher to be available for touching and encouraging eye contact.

   b. Group

      If noise levels and other disruptive behavior increases, a change in seating arrangement can be the answer. Changing the arrangement after school, without the students knowledge, evokes an effective "element of surprise."

      If you have control problems in a circular section or semicircle you may need to rearrange.

   c. Methods of achieving changes:

      Say, "John, if you can't be quiet you are showing me you can't handle responsibility and you are insisting that I move you until you feel you have learned to handle the responsibility." If John disrupts the class again, follow through.

3. Desks vs. Tables

   Seating at tables requires an element of self-discipline for students and the advantages of that arrangement must be weighed against need for maintaining control. Desks are easily manipulated in response to classroom atmosphere and behavior control. Desks can also be coupled or clustered for cooperative learning experiences so that students can work together.

4. Personalities and Need

   When arranging seating, consider the personalities of the children. Avoid placing disruptive students close to each other, or the over-confident beside those with low self-esteem. Vision, hearing, attention span, and other physical handicaps require special placement.

PROMOTING ACCEPTABLE BEHAVIOR

If you apply the following 10 points, you will promote acceptable behavior in a happy learning environment.

1. You are warm, friendly, and kind but firm.

2. You act and speak with confidence and sincerity and express a sense of humor naturally.

3. You always have work well-planned before the class starts.

4. You treat all the pupils with equal respect by listening to their opinions and considering their feelings.

5. You are encouraging at all times, in order to develop or restore the self-confidence of your pupils. By distinguishing between the deed and the doer, you never damage your relationship with the students. You may object to what a student is doing but not to the student. Never deny the student the right to be respected as a person.

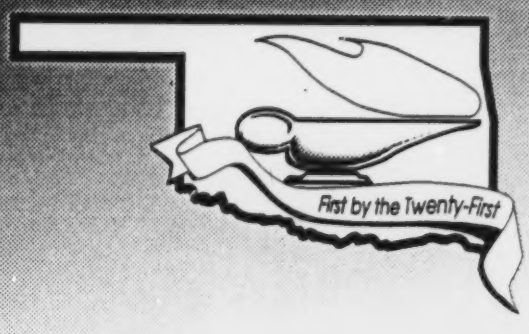
6. You are as impartial as possible. You try not to favor the pleasant likable student or reject the one who is provocative or deficient.

7. You are able to integrate the class as a whole or divide it for group instruction in order to get optimum learning.

8. You encourage group discussion and participation in decision making, set boundaries for expected behavior, and maintain these boundaries with effective stimulating teaching.

9. You are not mistake-centered, but always accent the positive by marking only the correct answers. You give recognition for any genuine effort.

10. You rotate the class monitors weekly, and involve all pupils in the chores and responsibilities of the classroom.



Techniques
For Managing A Positive Climate

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THEORIES OF CLASSROOM DISCIPLINE

The word discipline brings to mind the image of a student being punished for misbehavior. It is true that even in the best organized classroom with a teacher who has thoroughly prepared interesting and appropriate activities, there will sometimes be obnoxious or even destructive student behavior. Thus, every teacher must have ready a way to deal with these problems.

Ideally, a discipline plan will be schoolwide, with all teachers, administrators and support staff in the school adhering to the plan. Appropriate behavior comes much more easily when students know what to expect, and can expect the same guidelines and disciplinary action everywhere in school. Consistency is the key word here.

Such a plan should be constructed by a committee of teachers, administrators, students, and even parents. When those whom the plan affects are part of the planning, the possibility of success multiplies.

The theories presented in the following pages will give you options as you plan your strategies. There are two imperatives.

The first imperative: Change your image of discipline. Discipline is not punishment but is a system to train students to produce desirable behavior. The word discipline actually means learning or training. You, as a teacher, must have a lesson plan for behavior, or your lesson plans for academics will have no chance for success. There are as many ways to teach behavior as there are to teach any other skill. You, as a professional, should be familiar with several theories so you can select the one that promises to be most effective for your classes.

The second imperative: The goal of any discipline system is that students will become self-disciplined and responsible for their own behavior. Thus you analyze your class to determine whether the students are ready to manage themselves; then select a theory based on its match with the students' characteristics.

Continuum of Discipline Systems

The theories presented in *A Handbook Of Alternatives To Corporal Punishment* are placed on a continuum to show their approximate degree of teacher-managed or student managed behavior. Teacher-centered theories are managed largely by the teacher and can be used with students who have not developed their own control systems.

Student-centered theories can be used with students who are able to verbalize and use problem-solving techniques. It should be emphasized that all theories seek to develop self-discipline; your point on the continuum at any one time is determined by the actions (how responsible) of your students at that moment.

Teacher Managed ---------- **Student Managed**

▶

Teacher makes rules and administers rewards. Emphasis is on behavior.

Student is involved in rule making and problem solving. Relationships and communication are emphasized as much as behavior.

Behavior Modification | **Assertive Discipline** | **Logical Consequences** | **Reality Therapy** | **Teacher Effectiveness Training**

As you study the theories you will see similarities. All systems have rules, a way to respond to infractions, a way to train good behavior, and consequences for undesirable behavior. Your system should also have these elements. *A word to the wise: have a plan ready for the first week of school, but if your system doesn't work, analyze and change it!*

BEHAVIOR MODIFICATION

Behavior modification is defined as the "altering of behavior in a systematic manner so as to bring the behavior to a socially acceptable level."

It is really a contracting system when students get to do something they want to do following the performance of something they should do. These rewards can come in the form of praise and attention, an activity, or a tangible object. The system can be based on simple understanding or a written contract.

The main characteristic of behavior modification is based on the principle that behavior is changed by altering the consequences, outcomes, or rewards which follow the behavior. The system focuses on behavior that can be observed, counted, recorded, and evaluated rather that on underlying causes of behavior. A primary ingredient to the system is the "law of enforcement" or "catching the kid being good." This law assumes that any behavior that is not followed by a reward, or is ignored, tends not to be repeated. The key to success in behavior modification is for the teacher to reinforce and praise students for desirable behaviors, while not reinforcing negative behavior in any way.

Behavior modification is based on the assumption that all behaviors are learned. Further, that learning occurs at all age levels, and under all conditions by positive reinforcement, extinction, punishment, and negative reinforcement; and that learning is largely controlled by the environment. It is assumed that a behavior that is rewarded or reinforced in some manner will occur again. Behavior-modification research indicates that ignoring inappropriate behavior and showing approval of appropriate behavior can promote effective classroom management.

A teacher can use behavior modification in encouraging appropriate behavior. A desired behavior can be achieved by a student with the introduction of a reward–positive reinforcer–or removal of a reward–negative reinforcer. A teacher may discourage undesirable behavior by punishment or withholding a reward or removing the student from the reward. A teacher will be successful as long as the basic principles of behavior modification are employed.

Appropriate behavior is more likely to occur or be discouraged if reinforcement happens immediately after behavior occurs. The more frequent, in the beginning, the reinforcement occurs then the more likely the desired behavior will be established. Timing and frequency are important in strengthening appropriate behavior and weakening inappropriate behavior.

Choosing the correct reinforcement is the key to establishing appropriate behavior. There are two major groups of reinforcers:

1. Primary reinforcers, which are not learned and are necessary to sustain life (food, water,shelter).
2. Conditioned reinforcers, which are learned (praise, love, money, clothes).

It would be helpful to have student input as to which would be most effective in eliminating or encouraging certain types of behavior. Let the student choose from an approved list the reinforcement which would be most successful. Punishment is a reinforcement of behavior. It may stop an undesirable behavior for a time period but may not eliminate it permanently. Rewarding desirable behavior seems to be the key to effective classroom management.

Steps of Behavior Modification

1. Pinpoint/identify behavior. Behavior must be specific enough to involve only 1 task; (i.e., shuffling feet, whistling-not noisy.)
2. Count behavior for a specified amount of time-i.e., week, day, hour, 5 minutes. Keep journal for consecutive period of time.
3. Discuss behavior with child; often behavior disappears when child becomes aware of it.
   a. Explain unacceptable behavior and why it's unacceptable.
   b. Discuss counting behavior and assist child in devising a means for counting it; i.e., tape on desk, sticks in a box.

4. Allow child to count behavior for a certain period of time.

5. Evaluate input with child and devise plan of attack.

   a. Decide on an average number of behaviors for a specified time.

   b. Decide on appropriate behavior.

   c. Decide on reward for success: abstract, concrete, immediate, long-range.

   d. Discuss means for keeping a record.

6. Procedure for counting and rewarding.

   a. Count unacceptable behavior and decrease repetition in specified time for reward.

   b. Count acceptable behavior; set minimum required for reward.

7. Evaluate daily; reward if achieved.

8. Evaluate weekly; make necessary adjustments.

9. When level of acceptable behavior is reached, new goals for different behaviors can be set.

A variety of problems can be adapted to this method of correction:

   a. Social: vocal noise, hitting, swearing, unnecessary movement, etc.

   b. Academic: number of math problems completed, number of papers completed, sight words learned, spelling words learned, handwriting improved, etc. (See Appendix II.)

ASSERTIVE DISCIPLINE

Assertive Discipline is a competency-based, systematic approach to discipline. Assertive teachers are able to get their own needs met without violating the needs of their students. They back up their words with actions.

We believe the child has the right to:

1. Have a teacher who will help the student limit inappropriate and self-disruptive behavior.
2. Have a teacher who will provide the child with positive support for his/her appropriate behavior.
3. Choose how to behave and know the consequences that will follow.

For a teacher to be in the position to meet these rights (needs) of the students, he/she again must have influence. Without influence, how can the teacher set the limits for the pupil, provide support for the student, provide meaningful consequences for behavior?

Given the aforementioned realities of contemporary teachers, the questions which naturally evolve focus on how these teachers can increase their influence with their students. How do they establish their rights? How do they get their wants and needs met? How do they meet the wants and needs of their students? We thus come to the goal of *Assertive Discipline*, this goal being to help teachers increase their influence in their classroom by becoming more *assertive*.

What do we mean by *assertive*? Webster's dictionary defines the verb "asset" as: "To state or affirm positively, assuredly, plainly, or strongly." For our purposes we define an assertive teacher as: "*One who clearly and firmly communicates wants and needs to students, and is prepared to reinforce words with appropriate actions. Responding in a manner which maximizes potential to get needs met, a teacher in no way violates the best interests of the students.*"

From Lee and Marlene Canter, *Assertive Discipline*, Canter and Associates, 1979.

By being assertive a teacher establishes the *parameters* of what is expected from the student and what the student can expect in return from the teacher. These parameters of the teacher's "wants" and the "consequences" serve to maximize the potential positive influence he/she can have on the student and his/her behavior.

Assertive Discipline is based upon the reality of potential, positive influence that teachers can have on the behavior of their students. Through *Assertive Discipline* teachers can learn to "take charge" of their classroom in a firm, yet positive manner. This approach advocates that teachers need to set firm, consistent limits, while at the same time remaining cognizant of the students' needs for warmth and positive support.

Assertive Discipline is designed to provide the teacher with the skills and confidence necessary to help (1) identify wants and needs, (2) identify personal "roadblocks" to getting wants and needs met, and (3) to learn how cognitively and behaviorally to overcome these "roadblocks" in order to maximize assertive potential.

The major common characteristic of assertive teachers is their philosophy that:

1. No one will for any reason, stop me from teaching.
2. No one will stop another from learning.
3. No one will engage in behavior against anyone else's best interests.
4. All assertive teachers "catch kids doing it right" and acknowledge it.

For this type of plan to work, we must assume that virtually ALL our students CAN properly behave. They choose their behavior.

Points to remember for using the Assertive Discipline approach:

1. Make lesson plans for discipline in advance. Ideally, there should be a cooperative schoolwide discipline plan.

2. Clearly state the rules and the consequences of breaking them. Give students the CHOICE, as they MUST accept the responsibility for their own behavior.

   a. Stick to the rules; be consistent and follow through.

   b. Make rules specific, clear, and observable.

   c. Limit rules to a maximum of five or six.

   d. Rules must not violate the best interests of the students.

   e. Communicate the rules both visually and verbally.

   f. Inform the parents of the rules and the consequences.

   g. Work with the principal.

   h. Rules must be what you need to be comfortable and effective.

3. It is not the harshness of the consequences that's important, but rather the CONSISTENCY. Be prepared to follow through IMMEDIATELY, with no waiting for the consequences.

4. Allow yourself one to four weeks to become comfortable with the system.

5. If a student doesn't respond to the plan after three attempts, analyze what's happening; if the student wants attention, provide it other times besides in detention (Example: 15 minutes with the teacher for following the rules).

6. No grudge holding allowed. Erase all the marks at the end of the day.

7. Rank rules in order of severity and include a "severe clause." This means that students bypass all the other consequences and go to the office immediately. This clause is used if students "willfully hurt anyone, destroy property, or exhibit overt defiance."

8. Be prepared to use much positive reinforcement; reward GOOD behavior. Some suggestions are listed in Appendix III.

LOGICAL CONSEQUENCES

The theory of Logical Consequences was designed by Rudolf Dreikurs. It emphasizes that students learn from the reality of society by learning to be responsible for their own behavior. It assists teachers in managing student behavior by stressing the need to avoid reinforcing or provoking misbehavior, developing relations based upon mutual respect, looking for the good in students, and having flexible attitudes toward students.

To use the Dreikurs approach teachers must understand the following four concepts.

1. **All behavior has purpose.** According to Dreikurs, students want to belong--to feel they have a place of status.

2. **Behind student behavior, there is a goal.** Determine the meaning and purpose of the student's misbehavior. Dreikurs lists four goals of misbehavior:

   a. Attention seeking.

   b. Desiring power.

   c. Desiring revenge.

   d. Displaying inadequacy.

3. **Student behavior can be reoriented to establish a positive way to achieve goals.**

   a. Give corrective feedback to make students aware of their own motives. First ask, "why?" If the student does not know, the teacher should suggest.

   b. Ignore the attention seeker's nuisance behavior and notice good behavior.

   c. Encourage students for trying new positive behaviors.

4. **There are natural and logical consequences that flow from misbehavior.** Natural consequences teach about reality and can be used in some situations, such as: late students will miss explanations. Logical consequences are those that are set up by the teacher, sometimes with the help of the student.

   Natural consequences also teach reality. They are related to the misbehavior, contain no moral judgment, present choices, and are done in a friendly and firm manner. For example, students who make messes clean them up.

   A teacher who can understand and identify the underlying cause of conflicts is moving toward a peaceful and cooperative class.

My Ideas

Dreikurs, R., Brunwald, B.B., and Pepper, F.C. *Maintaining Sanity in the Classroom: Illustrated Teaching Techniques.* Harper and Row, New York: 1971.

DEALING WITH CONFLICT

The useful procedures from Dreikurs' theories do not always handle the situation. Remember that Logical Consequences falls in the middle of the continuum and thus implies that the student is capable of some but not complete self-management. When the student does not respond to logical consequences then a conflict situation emerges. Dreikurs offers suggestions for that possibility, too.

Most problems in education can be resolved with collaborative problem-solving methods. When it appears that a mutually satisfying solution can be found to a problem, teamwork and collaboration are appropriate. Conflict situations are different.

A conflict situation exists when there is no chance of a solution which will satisfy all parties equally well. Radical, basic differences between parties who are concerned with the same issue indicate that the situation is one of conflict, and not open to collaboration.

American society places great value on teamwork and collaboration. Indeed, teamwork has been the basis of much progress, and the key to increased understanding between groups of people. Conflict on the other hand, can lead to destructive fighting.

The failure to recognize conflict situations for what they are, and to understand the special procedures they call for, can lead to destructive results. People tend naturally to avoid conflict, or deal with it as if it could be smoothed over. Attempting to apply collaborative problem solving in a conflict situation is inappropriate and self-defeating. A real conflict situation calls for a special process of negotiation.

Rules for Conflict-Solving

1. Don't fight, don't give in. When you fight, you violate respect for the student. When you give in, you violate respect for yourself.

2. One must identify the nature of the conflict. It is hardly ever the issue about which disagreement exists; it is usually about personal involvement, concern with status, winning or losing, vanity, ambition, or other personal goals.

3. Reach agreement on what you want to do. We always want the other one to change. The only one who can freely change is you. When you change, then the whole relationship is changed.

4. Let everybody in the conflict participate in the decision making. As soon as the child learns to talk, we should listen. We need democratic leadership which neither fights nor gives in, but integrates.

Resolving Conflict Positively
(Elementary Technique)

Often the two parties in a conflict can resolve it themselves in a positive way. An objective in resolving conflicts should be to leave the individuals with positive feelings which will reduce the chances of a later confrontation. As an authority figure the teacher must use discretion concerning use of the strategy. The degree of hostility between the parties should determine whether to use the strategy, delay its use, or not use it at all.

From Rudolf Dreikurs and Pearl Cassel. *Discipline Without Tears*. Copyright (c) 1972 by Pearl G. Cassel. Reprinted by permission of the publisher, Hawthorn Books, a Division of Elsevier-Dutton Publishing Co., Inc. All rights reserved.

Strategy

It's your responsibility to see that a conflict between Mike and Chris is resolved. Instruct the two as follows:

"I believe you two can settle this thing yourself. I'm giving you a chance to do just that. However, if you can't come up with a way to solve your differences, I'll have to."

"Mike and Chris, I want you two to go into the next room by yourselves and talk over your problem. In ten minutes, I want you to come back and tell me what caused the fight, whose fault it was, and what you plan to do about it. I also want you to tell me what I should do about it. When you get to the next room I want Mike to start the conversation, and when you have finished, I want Chris to tell me how you solved your problem."

If they agree to solve the problem in this manner, you can be reasonably sure they will solve it positively. When they return, and if they seem happy over their solution, congratulate them and follow up on their recommendations.

At this point say to Mike and Chris, "I'm pleased and happy that you have resolved your differences in a friendly manner. Now, I want to ask you to do one more thing, discuss how you plan to avoid fights and arguments with each other in the future. When you decide what you can do, come back and tell me about it."

This particular strategy takes very little of your time. Yet often the conflict is settled positively, and the offenders leave feeling good about themselves and each other. Arguments and disagreements often surface between students over a wide range of factors. This method can help resolve conflict. Use your own creativity in adapting the strategy.

Adapted from *Justice Education Teaching Strategies*, K-6 (JETS). Harrisburg, Pennsylvania: Pennsylvania State Department of Education. Used with permission of the publisher. All rights reserved.

Discuss with your class the following questions:

1. Q. What does it mean to solve a problem?
   A. Find an answer which does not create a new problem.

2. Q. What does it mean to solve something in a positive way?
   A. A way that does not break the law
   A way that does not hurt others

3. Q. What does it mean to solve something in a negative way?
   A. A way that may hurt others
   A way in which a law may be broken
   A way in which something is hurt or destroyed

Distribute student worksheets as shown below.

I Was So Angry When . . .

Write two different conclusions for the following open-ended sentences; one positive and negative.

I was so angry when . . .

1. my friend teased me that I _____

   _____

   my friend teased me that I _____

   _____

2. I lost my homework that I _____

   _____

   I lost my homework that I _____

   _____

3. we lost the game that I _____

   _____

   we lost the game that I _____

   _____

4. someone broke my_____ that I _____

   someone broke my_____ that I _____

5. Make up one sentence of your own about something that makes you angry.

   _____

REALITY THERAPY

Dr. William Glasser believes that a disciplinary problem in school arises because a student has a needs deficiency--either in needing to be loved or needing to feel worthwhile. Glasser states that through the use of Reality Therapy these needs can become fulfilled, and the discipline problem will disappear.

Glasser further believes that a person must succeed in one important aspect of life in order to succeed in general. However, a deficiency in the needs of being loved and feeling worthwhile prevents success. Love and self-worth are related to one's identity which allows each individual to feel important.

For many children only two places exist where they can gain a successful identity and learn to follow the essential pathways of love and self-worth--the home and the school. If the home is successful, the child may succeed despite the school, but school is a tremendous opportunity to give and receive love, and a chance to become educated and worthwhile. If this is done, the student's need for a successful identity will be fulfilled, and this will result in motivation towards acceptable goals.

Glasser contends that regardless of background a student can succeed in school if that school is committed to being a "good place." A good place is one where people are friendly and courteous, where one often hears laughter that springs from genuine joy brought about by involvement with caring people, and where communication is practiced, not just preached. A good place is one that has reasonable, democratically determined rules to which everyone agrees, because they are beneficial. A good place is one where the faculty and administration support and actively participate in an approach to discipline that teaches self-responsibility.

When a student's behavior becomes irresponsible, the teacher needs to relate personally to the student and set firm disciplinary guidelines. The teacher needs to separate the behavior from the person; the student should have help in planning a course of responsible behavior, make a commitment to change, and then never give any excuse for failure. It means never giving up.

Synopsis of Reality Therapy Process. For more information, see *Reality Therapy* by William Glasser. New York: Harper and Row, 1975. Used with permission of the author. All rights reserved.

The Process of Reality Therapy

1. MAKE FRIENDS. Be on good terms with students. You must help satisfy the student's need to belong. ("I accept you, but not your behavior.") These students must have someone they can count on. They are people who are lonely. ("I care about you as a person.")

   BE THERE! Students become dependent, but not permanently. ("I will work with you until you solve your behavior problem.")

   BE PERSONAL. Use personal pronouns. Spend a few seconds throughout the day reinforcing involvement. Find out what they want (need).

2. ESTABLISH WHAT IS BEING DONE. PRESENT BEHAVIOR. "What are you doing right now?" Awareness of their behavior is the first step. Avoid references to the past. Emphasize behavior, not feelings. Work with the "doing" component. (It is easier to admit these.)

3. IS IT HELPING? VALUE JUDGMENT--Ask the student to evaluate his/her behavior. "What usually happens when you do that? What do you think will happen if you do that? Is what you are doing helping you? . . . helping others? . . . helping me? Is this what you want to happen? It is a house rule. What happens when you break house rules?" It must be his/her decision to do something better than what is being done now. Encourage the idea that what is being chosen is not working. (The student thinks he or she is looking for help, but is doing something else.)

4. MAKE A PLAN TO DO BETTER. Work with the student to formulate alternatives. Keep the plan simple. Use short spans of time. Build success into the plan. Ask "What can you do to remain in the house? What can you do about your behavior? How could you behave so this action could be avoided if the same, or similar situation comes up again? What is your plan? How will you handle this situation?"

5. GET A COMMITMENT (to you)--This seals the plan. Build in a way to check back, follow-up, and give positive reinforcement. The student needs to accept some responsibility for this. A written form may be helpful. For example:

   (Their Commitment)
   How long can you do this? I want you to do this for me.
   Can you do it for . . . (period of time?)
   I know you can do it.

   (Your Commitment)
   I'm glad you were able to do this without being asked to.
   I'm glad you kept your commitment.
   I appreciate your taking care of things without my having to remind you.

6. DON'T ACCEPT EXCUSES. (Don't accept another human being's inadequacies.)

   NO EXCUSES--Eliminate discussion of excuses to show you really know the student can succeed. Replan with the student. "When do you think you can do this?" Don't give up!

7. DON'T PUNISH BUT DON'T INTERFERE WITH REASONABLE CONSEQUENCES. Don't criticize or put people down. Do not say what they are doing is wrong.

   NO PUNISHMENT--Punishment removes the responsibility from the student. Set rules and sanctions with the student. Use natural consequences. The student has to understand that responsibility lies with self. It takes time and consistency.

   Do not inflict pain! This causes more erratic behavior. The student must accept reasonable consequences. A "time out" room is a consequence the student can learn something from. (See *Behavior Modification*) Be tolerant and accepting. Get them to criticize themselves constructively. If you do not know what to say, do not say anything. (Don't threaten, cajole or bribe.)

8. NEVER GIVE UP--Let's try again. Let's look at our plan and see what we can do.

Classroom Meetings

Nothing is more frustrating than the chaos that can arise from failure to set limits in a classroom. The teacher is responsible for establishing order, discipline, and priorities while remaining nonjudgmental and nonauthoritarian in regard to student values and needs. What works well with one group of students may be completely ineffective with the next. The more the students can share in the decision making and in the establishing of rules, procedures, and priorities, the more likely the class is to succeed in fostering personal growth skills in its members.

Classroom meetings may be used for the teacher and students jointly to:

1. Establish classroom rules
2. Adjust the rules
3. Develop new ones when needed
4. Deal with problems

Suggested activities for the process of establishing rules and procedures follow.

1. The class meets in a circle and brainstorms with a moderator. (See Brainstorming)
2. Small groups meet and brainstorm (within a time limit); then the whole class discusses the recommendations.
3. The class elects a task force to establish the rules.

Following are some basic points to remember when establishing rules and procedures.

1. Make the rules specific and realistic.
2. Limit them to a minimum number. (Five is recommended.) (Rules of assertive Discipline might be helpful.)
3. Establish appropriate consequences according to severity of behavior.
4. Be sure the rules suit your needs as a teacher.

5. Make sure the rules are clearly communicated to students and parents.
6. Abide by the rules consistently and always follow through.
7. Review and adjust your rules frequently.

Teachers who try to avoid setting limits and imposing necessary structure will find that this policy backfires, resulting not only in problems of classroom management but also in diminished student respect.

When setting a limit in your classroom, you state exactly what constitutes acceptable behavior and exactly what consequences will be experienced for not adhering to the limits. For example, if the teacher is constantly bothered by student interruptions, he/she might say:

> "Those of you who come to me when I am busy with someone else will be ignored. Those of you who come to me when I am not busy with someone else will get my attention."

A limit should be specific rather than general. Otherwise, you leave yourself open to questioning or to interpretation, etc. For example, the teacher might say: "When everyone is in their seat, I will begin the movie." (See Appendix II.)

TEACHER EFFECTIVENESS TRAINING

Teacher Effectiveness Training (TET), conceived by Dr. Thomas Gordon, asserts that teachers determine their relationships with students. TET concentrates on how teachers can avoid using statements that order, nag, or preach to the student. Such destructive communication can be simply avoided by the use of "I" messages instead of "you" messages. "I" messages also allow a teacher to legitimately express feelings.

Gordon's philosophy stresses freedom, responsibility, and abandonment of power and authority in favor of negotiating "no lose" arrangements that result in mutual meetings of needs. He urges teachers to be open and caring toward their students, but to do so while maintaining their separateness.

His recommended "no lose" method is a six-step process of searching for the solution that will work best for all concerned. These six steps are:

1. Define the problem.
2. Generate possible solutions.
3. Evaluate these solutions.
4. Decide which is best.
5. Determine how to implement the decision.
6. Assess how well the solution is, in fact, solving the problem.

Adapted from Thomas Gordon, *Teacher Effectiveness Training*, Peter H. Wyder, Inc. 1974.

Confrontation

Assumptions:

1. There is some fear about confronting others when their behavior is causing us a problem. However, not confronting sometimes leads to accumulated bad feelings toward the other. Other problems occur including denials of any needs, needs not being satisfied, or use of indirect or manipulative techniques to circumvent confrontation.
2. The goal of successful confrontation is to deal with the other's behavior, when it occurs and causes me a problem, in a manner that will increase the probability of the other's cooperative and willing efforts in changing the behavior or otherwise meeting my needs.
3. To decrease the likelihood of strong defensive reactions to a confrontation, I must construct my message so that I will not attack the other's self-esteem. This may possibly release more of his/her energy in helping me rather than reacting against me.
4. If I value the other person and expect a continued relationship, I must construct a message that will do minimal damage to the relationship. I must also be willing to do things that will maintain or even enhance the relationship, such as being sensitive to the other's reaction to my message, using active listening skills to handle problems my message may create, fully pursuing the confrontation to a conclusion by avoiding the "hit and run" messages, and being willing to risk sharing my true feelings with the other.

Effective Confrontation

1. The confrontation message is used to accomplish the goals listed in the assumptions and to avoid blaming, focusing, or accusing, all defense producing elements of a critical message.
2. The confrontation message contains no direct suggestions of the way in which the other can help me out. When the other chooses one of many ways to help me out, he/she gets the internal satisfaction of being helpful. Change is not a one-way street and may involve negotiated behavior change for both parties.

3. Most confrontation messages will create some emotional reaction in the other. If this becomes a problem, I must be willing to use active listening skills to help the other de-emotionalize and resolve the problem. I can do this if I send congruent confrontation messages, de-emotionalizing myself first.

TET combines the use of "I" messages with Problem-Solving. The TET Problem Solving Steps are the same as those used in Transactional Analysis.

See Appendix I.

TET Techniques

The Six Steps In The Method III Problem-Solving Process

STEP 1: Defining the Problem in Terms of Needs (Not competing solutions)

This is a critical step in problem solving. First, your statement of the problem should be stated in a way that does not communicate blame or judgment. Sending "I-messages" is the most effective way for stating a problem.

Secondly, after you have stated your feelings, try to verbalize the other person's side of the conflict. If you don't know his/her side, ask for it to be stated.

Frequently, it will take awhile to get the problem or conflict defined accurately. The other person may need to take some time to get feelings out. One may initially get angry or defensive. This is the time to use *Active Listening*. One must have a chance to get feelings out or else not be ready for the remaining steps in the problem-solving process.

Don't be in a hurry to get to Step II. Be sure you understand the other's point of view, and be sure you state yours accurately and congruently.

Don't undershoot your own feelings. If you do, the other person may not feel very motivated to enter into problem solving.

Frequently, a problem will get redefined as it is discussed--the initial statement of the problem will turn out to be a superficial one. Or, the other person's statement of his/her feelings may cause you to see the problem in a new light.

Before moving to Step II, be sure both of you accept the definition of the problem. Test this out--ask if he/she accepts that this is the problem you both are going to try to solve. Are both sets of needs accurately stated?

Lastly, make certain he/she understands clearly that you both are looking for a solution that will meet both sets of needs, that will be acceptable to both--nobody is to lose.

STEP II: Generating Possible Solutions (No evaluation allowed in this step)

This is the creative part of problem solving. It is frequently hard to come up with a good solution right away. Initial solutions are seldom adequate, but they may stimulate someone coming up with better ones. Ask the other person first if he/she has any possible solutions--you'll have plenty of time to offer yours. At all costs, avoid being evaluative and critical of his/her solutions. *Use Active Listening.* Treat his/her ideas with respect.

Try to get a number of possible solutions before evaluating or discussing any particular one. Discourage evaluation until a number of possible solutions are generated. Remember you are trying to arrive at the best solution, not just any solution. If things bog down, state the problem again. Sometimes this will start the wheels turning.

Generally it will become apparent when to move into Step III--when you have generated a number of reasonably feasible solutions, or when one solution appears to be far superior to the others.

STEP III: Evaluating and Testing the Various Solutions

This is the stage of problem solving where you must be honest; and of course you want the other person to be honest, too. Both of you will want to do a lot of critical thinking. Are there flaws in any of the possible solutions? Any reason why a solution might not work? Will it be too hard to implement or carry out? Is it fair to both. *Use Active Listening.*

Sometimes in evaluating the solutions already generated, a brand new one will be thought of, better than any of the others. Or an earlier one will be improved upon by some suggested modification.

Failure to test solutions at this stage of the process will increase the chance of ending up with a poor solution, or one that will not be carried out earnestly.

STEP IV: Deciding on a Mutually Acceptable Solution

A mutual commitment to one solution must be made. Usually when all the facts get exposed, one clearly superior solution stands out.

Don't make the mistake of trying to persuade or push a solution on the other. If he/she doesn't freely choose a solution acceptable to him/her, chances are it will not be carried out.

When it appears that perhaps you are close to a decision, state the solution to make certain you both understand what you are about to decide.

Frequently, writing down the solution will be necessary in order that later misunderstandings can be checked against the decision you both agreed upon.

STEP V: Implementing the Solution

It is, of course, one thing to arrive at a creative solution, another to carry it out. Immediately after a solution has been agreed upon, it is generally necessary to talk about implementation. WHO does WHAT by WHEN?

The most constructive attitude to have is one of complete trust that the other person will faithfully carry out the decision, rather than raise the question of what is to be done if it isn't. Consequently, it is not wise to talk about penalties for failure to implement a solution at this time.

However, if later the other person fails to carry out the agreement, confront him/her with "I-messages." You also may be able to offer suggestions for remembering to do this job.

Don't fall into the trap of reminding the other to carry out his tasks--he will grow dependent upon your reminders rather than assume full responsibility for his own behavior.

Persons unaccustomed to Method III Problem Solving in the past may at first be lax in carrying out the solution, especially if they have been used to Method II. Be prepared to do a lot of confronting until students get the idea that you are not going to permit them to "get by." Don't delay too long before confronting them.

STEP VI: Evaluating the Solution

Not all solutions from Method III Problem-Solving turn out to be the best. Sometimes you or the other person will discover weaknesses in the solution, in which case the problem should be returned for more problem solving.

Sometimes it is important to go to the other and ask how he/she feels about the solution.

Both of you should have an understanding that decisions are always open for revision, but that neither of you unilaterally can modify a decision. Modifications have to be mutually agreed upon, just as was the initial decision.

Sometimes those new to Method III will discover that they over committed themselves and in their enthusiasm, agreed to do too much or to do the impossible. Be sure to keep the door open for revision if this happens.

REMEMBER:

Your best tools for effective problem solving will always be:

ACTIVE LISTENING
CLEAR AND HONEST SENDING
RESPECT FOR THE NEEDS OF THE OTHER
TRUST
BEING OPEN TO NEW DATA
PERSISTENCE
FIRMNESS IN YOUR UNWILLINGNESS TO HAVE IT FAIL
REFUSAL TO REVERT TO METHOD I OR II

KEY POINTS:

1. Never introduce Method III by bringing in as a problem the person's not doing something that had previously been *decided by you*. Example: Child not carrying out the trash when parents had previously decided he was required to do so. In this case, it is far better to open up the whole question of chores, forgetting all previous Method I decisions.
2. Don't try to problem solve a complex problem when you have only a brief period of time. Set up a time in the future convenient to you and the other person.
3. Don't introduce Method III by bringing up only those things that are problems to you. Open up the agenda for problems suggested by other person.
4. Introduce Method III by first explaining what the method is and how it is different from Method I and II.
5. Include in each problem solving only those persons involved in the problem.
6. Try not to go into Method III problem solving with a preconceived and fixed solution.
7. Don't rely on traditional or stereotyped solutions (or those of your neighbor). Your solutions may have to be unique ones because they will come out of a unique relationship.

(See "*Positive Learning Atmosphere*") Gordon, Thomas. *Teacher Effectiveness Training*, Peter H. Wyden, Inc., 1974.

DISCIPLINE AS A CURRICULUM AREA

Shepherd (1982) states that: "Curriculum can be defined as the sum of all the experiences of children for which the school/educator accepts responsibility by creating plans, selecting activities, establishing procedures and providing reinforcements."

Schools have the responsibility for providing experiences that will help children learn appropriate behavior. *To meet this responsibility, discipline programs require the same level of attention as other basic areas, such as language arts, math, science, and social studies.* (Brothers 1986)

A number of programs have been developed to assist schools with their responsibility for maintaining a healthy and safe learning climate including appropriate student behavior. Effective teachers are aware of basic principles that can help them deal with situations as needed. They draw upon these key concepts to help them first understand a problem, then solve it more easily. A review of the various plans reveals many common characteristics. Often these characteristics are merely stated in a different way. Discipline = The teaching and learning of appropriate behavior. Punishment = An action, disliked by students, that is taken when the teaching and/or learning of appropriate behavior has failed.

ESSENTIAL CHARACTERISTICS OF AN EFFECTIVE DISCIPLINE PROGRAM

1. **Those affected by the program are involved in its development.** This includes school personnel, parents, and students. We tend to be more supportive of that which we help create than we are of that which is imposed by others.

2. **Students are informed as to what is expected of them.** We all need and want to know what is expected of us. This also applies to students.

3. **Students know and understand the consequences of their failure to behave appropriately.** When consequences are known, there is a clear choice. When a person chooses to behave in an unacceptable manner, that person in effect chooses the consequences. The consequences must be less desirable than behaving appropriately.

4. **The school staff projects a sense of purpose and feelings of self-confidence.** When students face professional educators who project a clear sense of purpose and an attitude of confidence, most will respond in a positive way.

5. **School officials are firm and consistent.** One can be firm in a kind and caring way. The assurance that one will face the consequences of one's behavior can be much more powerful in influencing behavior than more severe punishment that may not be imposed.

6. **School officials are fair and courteous when dealing with students.** We want and expect those in positions of authority to be fair and courteous with us. Students must be treated in a fair and courteous manner if we expect them to learn to respect authority.

7. **Threats are not made to students.** Young people have learned that many adults make threats but often do not follow through. We must mean what we say and be prepared to follow through. Students soon learn what to expect from us.

8. **Praise is used wisely.** We must always be prepared to provide positive reinforcement of appropriate behavior. We must catch students doing things right and praise them for it. Consider the following questions. Do I respond in positive ways to appropriate praise? Am I getting too much praise? Do I wish people would stop praising me so much?

9. **Criticism is usually based on communicating higher expectations.** Use statements such as "That is not up to your standards. You can do better than that."

10. **All adults are sensitive to potential problems and act to prevent them.** When we know what students are doing, they soon learn that we know and respond accordingly. Some come to believe that we "have eyes in the back of our heads."

11. **The behavior students are expected to learn is modeled by the adults who are teaching them.** "Do as I say and not as I do" has never worked and never will. Young people are going to follow our example before they follow our advice.

12. **There is genuine concern for the well-being of the students and empathy is a quality that is exhibited.** We're not just trying to control students. We have real concern for the learning and behavior that is essential to their well-being.

13. **Provisions are made for students to practice the desired behavior so that it becomes a habit.** We as human beings are creatures of habit. When we establish a habit, we usually stay with it until something intervenes to change it. Those who get in the habit of behaving appropriately find it hard to misbehave.

14. **All adults are involved and working toward common goals.** When adults agree and work together consistently, most students behave appropriately.

15. **Opportunities for success are available to all students.** Students who are experiencing success in school are less likely to have behavior problems. If a student fails in school it should not be because the opportunity for success was not present.

16. **The goal of the program is for students to become self-disciplined.** The freedoms we enjoy in this nation are dependent upon a high percentage of citizens being self-disciplined. Self-control reduces the need for social-control.

A successful discipline program requires commitment and hard work. There is no simple or easy way. Discipline is like most things in life, the more effort we put into it the greater the reward. We would encourage teachers to use this checklist of characteristics as they develop your plans for classroom management.

My Ideas

CORRECTING BEHAVIORS THROUGH FEEDBACK

Vicarious Learning (The Ripple Effect)

Every time a particular student is corrected, punished, given suggestions related to the behavior or positively reinforced, the impact is felt not only by that student but also by other students in the class. It is somewhat like throwing a rock into the middle of a pond. The greatest force is felt where the rock makes direct contact with the water. Waves are seen close to the point of impact with the ripples going all the way to the edge of the pond. The ripple effect can be helpful as well as harmful to the overall classroom control and learning climate.

Ideally the ripple effect will be positive, enhancing the learning atmosphere and teachability of the class. Below is a list of ideas teachers have found useful in ensuring a desirable ripple effect.

1. Treat or redirect the problem behavior itself rather than ridiculing a student as a person.
2. Correct misbehaviors in an unobtrusive manner if possible, using the least force necessary for getting the job done.
3. The class as a whole usually has not misbehaved. Correct only the students in need, not the innocent.
4. Ensure that the class as a whole sees the need for the corrective measure being taken.
5. Resist dwelling on a problem once it has been solved.
6. Be direct and honest in dealing with misbehaviors. If a disruption makes you angry, it is best to say so.

The ripple effect of corrective efforts by the teacher can be helpful in managing groups of students. The teacher who is direct, open, fair, and respectful while being firm and assertive gains cooperation from students.

Some students may become nervous and fearful when another student is corrected harshly or unfairly. Some of these might be students the teacher would never consider treating harshly, but at the feeling level, these students may not know that.

Feedback

The concept of feedback can be applied to interpersonal communications as well as to cognitive development. Through our behaviors, each of us sends many messages to those around us. When someone shares a reaction to one of those messages, feedback is given. The purpose of giving feedback to students is to increase our shared understanding about feelings, social/intellectual skills, and cognitive competencies. When we give feedback, we should describe the behaviors we have observed as well as share our reactions; if not, the receiver has only a reaction and no understanding of the basis for it. Also, the giver of feedback is more helpful to the receiver if specific perceptions and reactions are described.

The concept of feedback should not be confused with requesting a student to change. Students can consider whether they wish to attempt to change on the basis of new information. You may wish to include that you would like to see certain changes, but it is not helpful to say, in effect, "I have told you what's wrong with you, now change!" Instead, suggest how they might change.

When learning how to give feedback, we sometimes tend to overdo it. It's as though we were telling the student, "I just happen to have a list of fifty reactions here and if you'll settle back for a few hours I'll read them off to you." The receiver may prefer time to consider each item and, even then, give only two or three at a time.

Teachers should always consider their own reasons for giving their reactions. Are they trying to be helpful to the student? Are they unloading some of their own feelings or using the occasion to try to get the student to do something that would be helpful for them? For example, if you are angry at the student and wish to express it, say so, but include a description of the behaviors that caused the anger.

* Robert C. and Isabel L. Hawley. *A Handbook of Personal Growth Activities for Classroom Use.* Amherst, MS: Education Research Association, 1972. Used with permission of the publisher. All rights reserved.

Giving feedback can become "one-upsmanship." The students may go away feeling as though they are "not as good" as the teacher. Indeed teachers, may see themselves as having given a lecture from the lofty pinnacle of an imaginary state of perfection. However, it is the teacher's responsibility to keep a balance in any exchange.

Feedback is always occurring. When students slouch in their chairs, smile and nod their heads, stare blankly out the window, or carve on their desks, they are giving informal feedback. While this informal feedback is important data for teachers to use in planning and evaluation, formal feedback taken at regular intervals is also important both to teachers and students.

Formal feedback lets teachers check the accuracy of their perceptions of the informal feedback and is a means of providing additional information where the informal feedback is lacking. More important, however, formal feedback is a way of letting students know that the teachers are interested in student reactions to the class and that they may be willing to work toward changing the class to meet student needs. At a time of life when young people are caught up in feelings of powerlessness over the use of their time, over the events that shape their lives, over the metamorphosis that is taking place in their bodies, the feeling that they can and do have some control over even a small part of their own education is a powerful motivating force. One additional advantage of formal feedback is that it gives students a chance to reflect over the course of their time in class and to summarize and draw inferences concerning the processes taking place in the classroom.

Feedback Forms:

Procedure: Once a week the teacher distributes the Feedback Form and sets aside ten minutes of class time for students to fill it out and turn it in. The following day the teacher summarizes the feedback, noting general trends, and pointing out dissenting opinions. The teacher states how the feedback will be used, stating what things can and can't be done at this time. It should be noted that change is always a difficult and uncertain thing, and the help, cooperation, and understanding of the class will be necessary. (See Appendix I.)

FEEDBACK FORM

1. How satisfied were you with this week's sessions? (Circle one)
   1 2 3 4 5 6 7
   Very Dissatisfied ... Very Satisfied
2. What was the high point of your week in class?
   _____
   _____
3. What factors contributed towards you satisfaction?
   _____
   _____
4. What could be changed to make these sessions better for you?
   _____
   _____
5. What can I do to make these sessions better for you?
   _____
   _____
6. What can you do for yourself to make these sessions better for you?
   _____
   _____
7. What are some of the special issues, concerns, or questions that you would like to see raised in class next week?
   _____
   _____
8. Comments/suggestions/questions/jokes/etc.
   _____
   _____

_____
Name (Optional)

Please use the back if you need more space for any item.

FEEDBACK SENTENCE STEMS

1. The high point of my week was when _____
   _____
   _____
2. I feel most satisfied at times when _____
   _____
   _____
3. If I could change one thing about this class it would be
   _____
   _____
4. One thing I'm going to do personally to make these classes better for me is _____
   _____
   _____
5. Next week would you please try to _____
   _____
   _____
6. And I'd also like to say _____
   _____
   _____
   _____

_____
Name (Optional)

BEST COPY AVAILABLE

Feedback Sentence Stems:

Procedure: Same procedure as Feedback Forms. Some of the sentence stems from this form can also be used as whips. (See Appendix I.)

Letters to the Teacher:

Procedure: Ten or fifteen minutes a week are set aside for students to write a private letter to the teacher. For this activity to be successful it is important that the teacher make some kind of written answer and return the letters to the students promptly. (CAUTION: Nothing kills this activity faster than commenting on spelling, mechanical errors, handwriting, etc. Some teachers make tape cassettes available to students who wish to talk their letters rather than write them.)

" Dear Me" Letters:

Procedure: Once a week ten or fifteen minutes of class time are set aside for students to write letters to themselves, making a carbon copy for the teacher. The student keeps the original in a special folder or private notebook.

Telegrams:

Procedure: Five minutes are set aside for students to compose a telegram to the teacher, keeping in mind that telegrams are messages of importance, generally either an instruction to do something, an announcement of an unusual event, or an unusual observation. Telegrams are limited to nine words. The teacher can respond to individual telegrams that next day or write one or two telegrams to the class.

Effects of Feedback

The result of several studies of feedback fit well with the notion of "successful" or constructive failure. These studies have concluded that it is more helpful to tell students when they are wrong than when they are right, but the most productive approach is to tell them why they are wrong so they can learn more appropriate strategies. Students often need help in figuring out why their answers are incorrect. Without such feedback, they are likely to make the same mistakes again. Yet this type of feedback is rarely given. In one study, only about eight percent of the teachers noticed a consistent type of error in student's arithmetic computation and informed the student.

Early research indicates that written comments by teachers on completed assignments can lead to improved performance in the future. For younger students, oral feedback may be much more important than written comments. Researchers reached a similar conclusion in a study of written comments in eighth grade science classes which suggested that teachers' time might be better spent giving students immediate oral feedback. Oral feedback helps students pinpoint and correct key misconceptions.

While extensive written comments may be inappropriate for younger students, brief written comments are not. Short, cogent comments can be fun for the teacher and student alike. With younger students the comments may be as simple as "Wow," "Bravo," "Super," or "A Winner." A teacher might write down the first printable word that pops into his/her head; students never know what will come next. One teacher keeps a student learning by drawing a "popcorn man" saying "terrific" in the corner of a a test or essay. Having a cartoon on the paper is more reinforcing than simply receiving a good grade and it takes some of the emphasis off the grade itself. Use stickers, buttons, happy grins etc.

TIME MANAGEMENT

Teachers are busy people. Teaching can be a stressful job. If efforts are scattered too widely without direction, stress can build and it becomes harmful! Working under too much tension can be detrimental to emotional and physical health and fuels teacher burnout. A schedule and a system of organization can reduce the pressure of "so much to do in so little time!"

The first step toward establishing a schedule is to assume the role of an executive and consider the classroom a business. The roles of the effective manager include planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Think of each of these functions in terms of the roles the teacher fills in the classroom. Think of the teacher's desk as the nerve center for all activities that will originate from the desk, then plan for ways to better organize the tasks at hand. Each teacher must develop the system that works. With a well-defined desk area, a good supply of materials, and a firm resolve to manage the activities, a system can be established.

Devising a system takes time, but it is time well-spent. A major factor in time management is the necessity of prioritizing duties. Organization should allow a teacher to work without accumulated stress. Having a schedule should be assurance that everything will get done. This should allow for completion of one task before going on to another.

In making a schedule try to be realistic. Determine what is important. Let go of some of the accepted absolutes. Some examples are:

1. If the student has to do it, the teacher has to read it.

2. Every assignment by the student must receive a grade.

3. Every evaluation has to receive a standard mark or symbol such as a basis of 100% or a basis of A-B-C-D.

4. Teachers should personally attend to such things in the classroom as bulletin boards, learning aids, keeping materials neatly organized, and other housekeeping chores.

5. A SUPERTEACHER is one who helps students with ALL their problems anytime.

To begin making the necessary changes, question each task.

1. Why is it necessary?
2. Why at this time?
3. Why in this manner?
4. Why by the teacher instead of a helper?

When a satisfactory answer to a "why question" can't be given, chances are the procedure can be improved upon. Once priorities have been established, then place activities on a calendar. There should be yearly, twice yearly, quarterly, monthly, weekly, and daily tasks. An overview gives directions as tasks are met with lessened frustration, and there is a sense of accomplishment. Organization will free a teacher from needless worry and preoccupation over the endless details of the day.

Establish a priority of must, need, should, and want to do. Decide on goals and once again, BE REALISTIC.

Place the following and/or similar activities on a calendar in a manner that is useful to the individual teacher.

1. **School Years**--Concepts from content areas, units of study, general objectives and goals, etc.
2. **Twice yearly**--Semester reports, averaging semester grades, evaluation of first semester, parent conferences, etc.
3. **Quarterly**--Report cards, parent conferences, ordering films, etc.
4. **Monthly**--Mid-nine weeks report, sponsor certain events or programs, etc.
5. **Weekly**--Lesson plans, materials needed, etc.
6. **Daily**--Attendance, lunch count, collecting money, assignments to evaluate, housekeeping chores, etc.

There are tools that are essential for organization. The following might be helpful:

1. Desk calendar large enough to enter nine-month plans, monthly duties, weekly responsibilities, and daily tasks.

2. A pocket calendar or small loose-leaf notebook that can be carried. Include a list of priorities and goals as well as essential information.

3. Organize with file folders: plans for the week in each content area, students' completed assignments, etc.

4. Keep special notes and reminders on a small bulletin board. Read at least once a day, so you will not forget important events or information.

5. A timer is a help for individuals who tend to get bogged down. A timer could be limiting, but until the teacher gets a feel for time and what can be accomplished, it may be a necessary item.

My Ideas

SHORT CUTS THAT WORK

In order to have time to check the roll, take care of the tardies, hand out the papers, and still maintain control of the class try the following. Elect a president who will help keep the class in order, introduce guests to the class, and carry on any business which the class might conduct; a vice-president who will be in charge of taking up and handing out the papers; a secretary who will help with the roll and writing on the board; a treasurer who takes charge of taking up the money.

A timesaving technique for grading papers is to put the answers in a column on the right hand edge of the paper. As students work the problems on the paper they transfer the answers to the side of the page. This makes the answers much easier to check, yet provides the opportunity to look at their work when necessary.

Structure the assignments so that when students enter the room they begin to work immediately on a task which requires very little instruction. Younger students can do board work, older students can begin reading or do other similar tasks while administrative tasks are completed.

Use a signal to warn that a transition to a new activity is going to occur, get everyone's attention to give directions and supervise while students get ready for the next activity.

CONSIDER STUDENT TIME

A student's time commitment is an important and often neglected factor in school. Students who have budgeted their class-change time carefully to allow themselves to go to the restroom, speak to a friend, or put the finishing touches on an assignment, can be rightfully resentful of the teacher who takes two minutes after the bell to finish an important point or to give an assignment.

Math teachers have reported very good results from asking their students to commit a certain time period to homework rather than to work a specific number of problems. Consider the difference in student commitment between asking students to practice their math or English for a half-hour (just as they might practice their piano or figure skating for a half-hour) and asking them to work 20 problems until they get them all right. Treating students' time as important is another way of showing them that they, as individuals, are important.

Tips

Following are tips that teachers have developed through trial and error. They can make a schedule flow productively.

1. Avoid overloading the day. If a "have-to" is due which will require a lot of time and/or mental energy, don't schedule anything else on that same date.

2. Attempt to meet deadlines in advance so work doesn't accumulate, and everything must be done at once.

3. Take some time to relax, change your pace. You will reenergize.
   Most successful people build quiet time into their schedules each day. They "get quiet," think, read, or nap to revitalize themselves.

4. Schedule, systemize, and whenever possible, delegate. Keep some flexibility. The system is a tool, not a tyrant.

My Ideas

MANAGEMENT ROUTINES

Although each district will have different procedural requirements for the development of lesson plans, each teacher must feel a strong responsibility to develop effective instructional plans.

Good planning is essential for effective teaching. It is the responsibility of each teacher to develop instructional plans consistent with district curriculum and instructional requirements of both elementary and secondary schools.

The initial requirement in instructional planning should be to develop a long-range master plan by the semester or year. Daily, weekly, or unit plans can then be developed from the long-range master plan.

A teacher's lesson plan for daily instruction should be prepared at least one week in advance and should be specific enough to provide adequate direction to a substitute teacher.

Often we find that teachers in their plan books tend to list activities and page numbers in the textbook or teacher's guide, under a few words about concepts to be covered. The listing of topics, skills, and activities that a teacher wants to cover resembles a grocery list. Many teachers will glance at a plan book to remind them of what they are to do and check off the items as they are completed. In the teacher's view, lesson planning serves as a memory-jogger; a list of things to accomplish. Thus, most teachers will not list objectives that include activities.

This section provides the teacher with information that will assist in the development of a more effective instructional program. Although no set plan can be established for every teacher in every situation, there are certain considerations and conditions that can be observed.

Perhaps the richest form of a teacher's planning is the complex mental dialogue or the reflective thinking that many engage in before writing their plans or teaching their lessons. Sometimes the result of this mental planning is sketchily outlined in their plan books, but much of it never appears on paper. Part of the mental dialogue resembles a rehearsal of the lesson, and part becomes a reflection on what has happened previously when a similar lesson was taught.

To be successful, the teacher must fully utilize all available planning techniques. The master plan should be developed with foresight into the academic needs of the learner. This master plan should not be solely predicated upon the textbook organization. Many teachers seem to take it for granted that children can perceive the continuity running through the lessons. Many teachers assume that textbooks have continuity, so textbook continuity should be analyzed. It might be less evident than many believe.

In elementary education, social studies, science, and language arts lessons are particularly disjointed because they are chosen from a number of programs, kits, and magazines. As the school year progresses, teachers tend to spend less time on these subjects than on reading and mathematics, preventing full development of concepts and themes which could have formed the unifying thread running through separate lessons. If we believe schooling should offer children opportunities to make connections among activities, this lack of continuity is particularly worrisome.

The point to be made from these considerations is that there is no set standard for the development of lesson plans but the requirement exists for some method to be employed for long and short-range planning. The teacher who utilizes a planning technique will have a higher degree of success in academic endeavors and the learner will have a more gratifying educational experience.

In a recent study, student inattention and misbehavior were usually traceable to problems of discontinuity in the lesson, which in turn were traceable to inadequate teacher preparation. Students were attentive and involved when lessons followed a logical structure and moved along at a good pace, but problems increased sharply when teachers began to: (1) wander for no apparent reason, (2) repeat and review material that was understood, (3) pause to gather their thoughts or prepare materials, (4) interrupt the lesson to deal with behavior problems occurring outside of the group, or (5) to deal with other concerns that could have been postponed. Teachers will minimize classroom management problems if they conduct smooth and well-paced lessons.

Basic to the success of any classroom organization is the development of a system that will allow the teacher to prepare for the unforeseen. A consideration that falls into this category is the substitute organizational plan. Although no teacher expects to be absent, there are times when it is unavoidable. To assist the teacher in ensuring smooth transition when this occurs, consideration should be given to the development of a plan that will facilitate a productive instructional program.

It is understood that the teacher should utilize some form of lesson plan that will encourage proper instructional planning. However, these plans sometimes do not meet the unique needs of the substitute.

Teachers should give consideration to providing a packet that will include the following:

1. Emergency procedures, i.e., fire, tornado, etc.
2. Discipline procedures. Options available, district guidelines, points of contact, responsible person or persons.
3. Schematics of the facility, room, exit locations, etc.
4. Instructional plan overview, course outline, philosophy, and objectives.
5. Drug and substance abuse guidelines.
6. List of activities that are available for use; i.e., the instructional plan fails to fill the outline of the lesson plans.
7. List of student leaders who can assist in the instructional plan.
8. Outline of duty assignments.
9. Provide schedule of auxiliary educational programs, i.e., remedial reading, physical education, music, etc.

CLASSROOM PREPARATION

ELEMENTARY PLAN

Every teacher wants to get off to a good start on the first day. This concern is grounded in the realization that the first contacts between pupil and teacher can set the tone for the year. Such feelings are not only common, but are a positive sign that the teacher is sincere.

The following are suggested considerations and activities to make that first day less stressful and more successful!

1. Have lesson plans, materials, and equipment prepared down to the smallest detail. Although some interruptions are unavoidable, do not add to these by having to take time to plan spur-of-the-moment what comes next in arithmetic class or by having to find the materials needed for art.

2. Place student's names in various areas of the room, such as on bulletin boards, helper charts, and in learning areas. Seeing and identifying their names gives them a sense of belonging to that environment. Also, leave the students an area of the room to decorate. This will make them feel that this is their room as well as the teacher's room.

3. Have a definite plan for discipline. Without a definite plan of attack, the situation can get out of control. When the teacher is at a loss as to what do do, the student gains the advantage. (Know your school-wide policy for discipline.)

4. Have name tags prepared to wear, place on the desks, or both. Children and adults have much of their identity in their names. Students want to be treated as individuals, each one important in his/her own right.

First-Day Problems and Pitfalls

Anticipating possible problems and pitfalls is the first step to working through them. The element of surprise can be most disruptive to classroom control. Several common problems and suggestions to work with are discussed here.

1. **Overprotective parent.** The parent who won't let go can be disrupting and cause much stress for the younger student. Previously establish your policy for the situation and when the need arises, outline the policy to the parent gently, but remain firm.

2. **Crying student.** The student who does not want to leave the parent or come into the classroom situation disrupts and can upset others in the class. Steps to take in order of severity might be to:

   a. Match the student with another classmate.

   b. Engage the student in an interesting activity.

   c. Allow the student to be your helper. Use touching and conversation.

   d. Have the student draw a picture of their family at home.

   e. Use a picture of the family on the student's desk.

   f. Direct the student into a clock-watching activity using small segments of time.

3. **Unprepared.** No supplies or materials. Have enough extra supplies to provide any student with appropriate, needed materials for the day. Also, provide a written list of needs for all students to take home if this was not done during enrollment.

4. **Sick Student.** Know school policies and procedures for such emergencies and effect them calmly; students react to the teacher's panic. (Hint: trash cans are an indispensable aid for vomiting students.)

5. **Tired.** The first day of school can be very fatiguing. Take this into account when planning for rest and quiet activities. If possible give recess time or class activities more frequently on these first few days of school. Activities that require more attention and difficulty should be presented early in the day. High interest, fun, relaxing activities should be saved for the afternoon. (Hint: Remember to continue periods of quiet through the year.)

A Plan for Positive Behavior for Discipline

1. Have a firm start. It is easier to keep control of the class if the teacher has order from the beginning of the year.

2. It is all right to smile at the students.

3. Praise positive behavior. Look for the positive rather than the negative behavior.

4. Be consistent with the rules of the classroom.

5. Make tasks enjoyable. Find the student's strengths and interests. As a good starting point, work on student's strengths, then work with the student's interests in his/her areas of weakness.

6. Be aware of accurate instruction. If the instructions did not work the first time for all students, then change the style of delivery of instructions. The students are a combination of (1) actual and kinesthetic, (2) auditory, and (3) visual learners. All at the same time, tell the auditory student, show the visual student. Let the actual-kinesthetic student do something to help them remember. For example--take notes.

7. Have a controlled voice. For example, lower your voice when correcting behavior.

My Ideas

Opening Day Schedule (Example)

8:15 - 8:30	Greet students at the door, find their name tags, and direct them to their desks. (Provide an individual desk activity to keep the students occupied.)
8:30 - 8:45	Introduce yourself and conduct opening--flag salute, songs, lunch count, and attendance.
8:30 - 9:00	Play a get-acquainted game.
9:00 - 9:30	Aid students in labeling all supplies. Hand out and survey textbooks. Check for missing supplies and provide reminder list for students to take home.
9:30 -10:15	In a group procedure, establish rules for classroom conduct. Assign classroom duties for the week.
10:15 -10:30	Recess
10:30 -11:00	Reading activity, i.e., Language Experience Approach a. Group instruction and participation b. Individual reinforcement activity
11:00 -11:15	Read a story to the class.
11:15 -11:30	Discuss lunchroom procedure, wash hands.
11:30 -12:15	Drop everything and read.
12:15 -12:45	Math activity--group work. Manipulate cuisinaire rods, making both creative and instructed patterns.
12:45 - 1:00	Writing activity--students write in their daily journals.
1:00 - 1:40	Physical education and/or music.
1:40 - 2:10	Art activity--create individual portraits.
2:10 - 2:50	Science experiment--divide class into small groups and allow each group to experiment.
2:50 - 3:00	Review the day, clean up, and prepare to go home.
3:00	Dismiss class.

Primary Opening Day

1. **Be waiting at the door to greet students,** (and the parents if they are also waiting). Invite both to come into the classroom. The parents will only stay a brief moment to see their child's room. If the parents are waiting before the bell rings, have them come into the room early. This will avoid extra confusion after the bell. This will be the beginning of positive rapport between the teacher and the students.

2. **Introduce yourself.** Most children are anxious to know that their teacher is a real person.

3. **Let students tell about themselves.** The information the children offer gives you insight into individual differences and it builds rapport.

4. **Develop a biography of the class.** Have students write about themselves. Put together in a booklet. Give a copy to each student to take home. Include your biography.

5. **Establish a set routine for opening class.** Activities such as flag salute, songs, attendance, and "show and tell" can be introduced. An established routine can prevent the type of confusion which could lead to discipline problems. It also promotes security and reduces anxiety.

6. **Play a get-acquainted game or activity.** A game may help you become more familiar with your students, put them at ease, and create a positive classroom atmosphere.

Primary Get-Acquainted Games

1. **Rolling The Ball.** The class is seated in a circle with legs spread in V-shape touching children on each side. A child calls another child's name across the circle and tries to roll the ball to him/her.

2. **Guess Who?** A room divider, screen, or cardboard is used to hide behind. The student may make any kind of noise--imitate an animal, sing a song, etc. The group tries to identify the voice.

3. **Who Am I?** One child ("It") is blindfolded and stands in center of the circle. "It" walks around the circle with hands extended and touches a person. By feeling hair and clothes, the child guesses who it is. (Teacher can also be "It.")

4. **Teacher-Ball.** The teacher stands on the center of a circle and tosses the ball to the children,one at a time, calling each child's name. Each child returns the ball, calling the teacher's name.

5. **Simon Says.** A child stands before class and directs class to perform a task prefacing some commands with "_____says," inserting their own name. If the command is not preceded by "Simon says," children should not perform takes.

6. **Singing.** Leading the class in singing familiar songs will bring everyone into the group. With group singing, there is little risk involved for the children who are feeling out-of-place.

Intermediate Opening Day

The schedule for the first day should include certain absolutes, expectations and limitations. Set the tone for subsequent days and act as a prevention technique for maintaining classroom control.

1. **Establish rules for appropriate classroom behavior.** Students need to know what is expected of them in regard to behavior. Rules should be developed by the teacher and students. Total participation in rule making tends to make acceptance easier.

   Expectations should be stated positively.

2. **Alternate quiet and active tasks.**

3. **Have more than enough to do.** Attempting to fill an entire day with meaningful activity is a difficult and demanding task and requires careful consideration. Even 15 minutes of idle time can seem to be an eternity and causes behavior problems.

4. **Distribute materials and textbooks,** walking through these with the students so they are able to survey what the books are about and what to expect for the upcoming year. Allow students time to ask questions and to make comments.

5. **Assign classroom duties and rotate them periodically.** Allowing students to participate in classroom activities promotes a feeling of cooperation and responsibility.

Intermediate Group Activities

1. **Open-Ended Sentences.** Let students complete open-ended sentences such as:

   "My favorite time of day is _____."
   "I am the only one who _____."
   "My favorite room in the house is _____."

2. **"Back to Back."** Pair off students, asking them to set back to back and try to recall or predict how the partner would answer the following:

   - color of eyes
   - clothing
   - color of shoes
   - favorite TV show
   - favorite magazine
   - favorite hobby

3. **"Which Answer is Pretend?"** Complete the following statements, using correct answers on all but one. Make one of them have a "pretend" answer, but try to make it sound real. Then have the class try to guess which answer is imaginary.

   - my favorite game
   - my hero at age 5
   - my favorite song when I was in an earlier grade
   - my favorite pastime now

4. **"Who is the Mystery Person?"** Have each student complete the above statements about themselves. Be sure their names are on the papers, take the papers up and shuffle them. Then select one paper at a time to read to the class. Have the students guess who the paper is describing.

Last Five Minutes

It is essential to start each day with a clean, neat room, and ready for activity because you took the time to cleanup the day before. It is good training in organization for your students. NOTE: Make friends with the custodian, then ask, "How may we best help you in keeping the room clean?" Then do it. (You may need to negotiate.)

That schedule looks so full, but you completed it with time to spare! Now what? Pull out that file with extra suggestions and pick one.

1. Review students' names with a game.
2. Have several selected short stories to read.
3. Pull out the "Quiet Game" file previously prepared.
4. Review the day.
5. Draw a picture of a favorite part of the day.
6. Plan together for an interesting activity for the following day.
7. Hand out a prepared activity sheet (coloring, puzzle, or skill review).

My Ideas

Every Day is A Special Day

Devise a calendar for a week (or even a month) with titles for each day to remind you to pay attention to your students. This can also be managed for the students to use with one another, but can get out of hand.

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Share Day	Praise Day	Smile Day	Thank You Day	Forgive Day
2	Surprise Day	Secret Day	Prestige Day	Laugh Day	Note Day

Remember why we are here: Every Day is a Work Day!

After you have had some time to get to know your students, you will want to check their cumulative records, as you would other sources, always looking for patterns of behavior. NOTE: Remember that people change. Every year is a new year. Give the student an opportunity to function in the present with current behaviors. Teachers should use the information in a professional way. This conveys the feeling that the teacher really cares and often enhances the student's self-concept.

SECONDARY PLAN

Pre-Day Game Plan

The first step in preparing an effective first day approach is to establish four major goals:

1. **Communication.** Communication begins with introductions and developing rapport. The classroom atmosphere is best established by free exchange and verbal participation of both teacher and students.

2. **Controls.** The tone of your discipline is set as you establish the controls on the first day. You can always loosen controls, but it is very difficult to tighten them later. Be firm and organized in your expectations of students. **Remember, it is all right to smile!**

3. **Content.** Make the first day meaningful with worthwhile content! If it is nothing more than discussing class objectives and work requirements, the students will respond in a more positive way with substantive content.

4. **Cooperation.** This is a cooperative effort of administrators, the teacher, and student. The proper objectives for the well-organized school include making the first day meaningful by full and exciting participation and cooperation of all concerned.

Suggestions for First Day

The following is an example of a secondary first day lesson plan:

Time	Suggestions
7:15 a.m.	**Report to school.** Arrive earlier on first day (or even first week) to allow plenty of time to arrange room, plans, and nerves. Have room neatly and attractively organized to promote subject interest. Use posters and bulletin boards for interest.
7:45 a.m.	**Students arrive**, go to lockers, library media center, and classrooms. Be located outside your classroom door to greet all students on an individual basis as they enter the room. (This is your first chance to "individualize" today). Smile. Say "Welcome."
8:00 a.m.	**Beginning of first hour.** The students are wondering about you as much as you are wondering about them. Slowly and deliberately go through class roll call. Establish eye contact with students as you call their names (second chance to "individualize"). Move about the room as you discuss the guidelines by which you will be functioning as the teacher. A handout sheet with this data summarized will establish the seriousness of what you are saying, and aid the visual student. Use good manners from the start; insist your students do likewise. This is the time to establish a "when you speak, I listen--when I speak, you listen" attitude. Discuss school policies and procedures (tardiness, absenteeism, etc.) which affect behaviors in your classroom. Discuss class format for the year. Highlight events, subjects, and activities the student can look forward to.
8:55 a.m.	**End of class.** Follow through with the "spirit" in which you conducted the class. Remind your students that you expect to finish what you are saying even if the bell rings. This will help the students understand your feelings of self-worth as a teacher. Move to the doorway to again acknowledge students as they leave (last opportunity to "individualize" on day one, class one).
9:00 a.m.	**Beginning of second hour.** Follow same procedure as with first hour class. Be careful not to shortcut or omit information because it is repetitious. Remember, this class is the "first class of second hour."
3:30 p.m.	**End of the day.** You feel good about the day. Now you are going to face tomorrow and students who are wondering if you will follow-up on your guidelines, so plan all your tomorrows with that in mind.

If you use a bulletin board, try posting the outline of a unit. You might even scramble the idea, but show the order of organization by the use of lines or arrows or connections of some kind. The best way is to use words and illustrations which will cause the student to look from one side across the board to the other.

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WORKING INDIVIDUALLY WITH STUDENTS

Differences

The wide differences among students is a key factor in complicating classroom management. Although statements about individual differences have almost become cliches, the fact is that students do vary widely in ways that affect learning and how they react to given experiences in the classroom.

The extent and types of individual differences speak to the teacher in a more practical way than the general idea that the students vary widely. Following are some significant factors of differences in students which affect their achievement.

1. Learning styles
2. Scholastic aptitude
3. Present achievement or skill level
4. Rate of learning
5. Interests
6. School-related motivation
7. Socioeconomic background
8. Ethnic background

Problems and Solutions

There are many practices and situations in the classroom which can cause or aggravate problems in classroom management. Teachers have tried various techniques in dealing with these problems related to individual differences in students. Below are some typical problems with some solutions which have been used by successful teachers:

1. **Problem:** Several students are unable, even with good effort, to reach the standard of performance set by the teacher in order to be considered passing or successful.

   Solutions:

   a. Differentiated expectations with students measured against their own progress; e.g., a student who had only eight responses of problems correct out of 15 may be judged as improving or achieving when he/she is able to get ten or 12 correct. Include considerable documentation on report cards about effort and "where the student is."

   b. Reduce the number of learning objectives for appropriate students and allow more time to meet the objective. A student might not be successful after one week on a particular skill or concept but could find success after two weeks. This could be done by use of a contract whereby the student agrees to do a specified amount of work by a certain date. A packet of materials and learning aids is compiled after the contract is signed by both the student and the teacher.

2. **Problem:** The teacher has assigned the students to study a chapter in the class text with the promise of a written test. Three students can read at about fifth grade level while the text is written on about a ninth grade level.

   Solutions:

   a. Find/make as many related visuals as possible.

   b. Form small groups of three or four in the class for oral reading and follow-up discussion on study. Be sure there is at least one good reader in each group.

   c. Have good readers (students or volunteers) record the text on tape. Let the slower readers listen to the tape while following along in the text.

Techniques

Techniques used by teachers are offered in the list below with brief explanations. A careful reading of these may be helpful as you tie some of them in with what you are doing now and with some of the problems all of us experience as teachers. Some were mentioned in the problems/solutions just described.

1. **Pair reading.** This helps slower or unmotivated students.

2. **Teacher reading.** Many students learn more by listening than by independent reading. Students may read along.

3. **Taped readings.** Important material is taped by higher grade students, by better readers in the same grade, by teacher assistants, by the teacher, or by parent volunteers. These readings are helpful with students who are slower learners, and for some with low motivation.

4. **Tutoring by higher grade students.** Students two grades ahead can tutor younger students. Some schools have selected older, slower students to tutor elementary pupils with high benefit to both.

5. **Grouping within the classroom--several types:**

   a. Learning styles. When grouped by similar learning styles, students work well together on projects.

   b. Groups of four to eight students with varying abilities. Activities such as discussion, sharing, reading aloud, solving problems, making something, learning games, or drill can be used

   c. Interest groups. Students are placed in groups of four to eight to work on topics or projects of their choice. This can provide a built-in motivation.

   d. Skills groups. Group four to eight students or more on the basis of a specific skill or concept with which all have difficulty. Faster students who have been absent will sometimes be in these temporary groups with slower students.

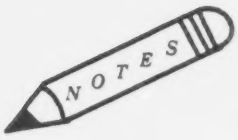
e. Written composition groups. Select small groups of students who write a paragraph or longer composition with one of the students acting as a secretary. These group compositions are usually shared with other groups and feedback given.

f. Sharing groups. Select random groupings of students for sharing ideas from favorite books, what has been learned in the unit, individually prepared stories (oral or written), poems, or productions resulting from any classroom task.

6. **Anecdotal notes.** Keep these in tablet with each student's name on a page. Note the dominant learning styles and specific learning problems (concepts or skills). Appropriate individual learning experiences or small skills groups can be set up from this kind of continuous evaluation.

7. **Programmed materials.** These may be used with either the whole class or individual students to allow them to move at their own speeds and start on an appropriate level. They represent a variety of learning styles.

8. **Learning centers.** Designate a special corner or location in a room which contains directions, materials, or equipment. These can be designed around a specific task or concept or around broader themes. Starter cards with the directions can be worked with by pairs or small groups. Usually colorful and attention-getting, learning center activities can be utilized for writing compositions, researching information, solving math problems, learning map skills, or a large variety of learning goals. They also address a variety of learning styles.



9. **Contracting.** Contracts preferably should be written. The student agrees to work for an agreed, maximum length of time on a task, or to work toward solving a designated number of problems with a specified percent of accuracy within an agreed length of time. A contract may result in a tangible reward when tied to behavior modification. The teacher and the student negotiate and write the terms of a contract which both sign. They may shake hands to seal the contract.

10. **Individual learning packets.** These tie in with the evaluation of a learner's needs by testing, inventories, interviews, or observations made in anecdotal notes. They may be used with one child or with a whole class. The packet includes directions, illustrations, tasks, learning aids, and any materials which the learner may need to complete work sheets or workbook pages dealing specifically with the learner's needs. A student can sometimes help gather the learning materials. This method can be used with very slow or very bright students.

11. **Individualized use of workbook sheets or handout sheets.** Keep identical workbook sheets or duplicated sheets in manila envelopes with one pasted on the outside for easy reference. File these in a box or cabinet. Sheets are handed only to students who need them. These can be tied in with the use of anecdotal notes, skills groups, or contracting.

12. **Informal team teaching.** Two or more teachers form a team for a short period of time or only during one or more periods. They exchange classes periodically and share ideas on individual strengths and weaknesses of students in both classes. They may utilize many different learning styles and forms of grouping to personalize instruction further.

WORKING IN COOPERATIVE GROUPS WITH STUDENTS

When we structure classrooms by providing for group or team learning, students are encouraged to share in the decision making, rule building, and content learning. As a result, students satisfy the basic human needs for belonging and for power, thus creating fewer discipline problems and more learning in classrooms.

Cooperative learning is not new to education, but the strategy has experienced somewhat of a revival in educational research and practice in the past several years. Located toward the right end of the Continuum of Discipline System (see page 24), this "team learning" stresses the need to develop self discipline while emphasizing the practice and use of social skills needed to interact in all situations of life.

Several educators, including Roger and David Johnson, Robert Slavin, and William Glasser, have researched the values of three types of learning in the classroom-cooperative, competitive, and individualistic, and note that cooperative learning, when properly implemented, is especially powerful in promoting problem solving, increasing student achievement, improving student behavior and self-esteem, and developing positive inter-student relationships.

THE THREE WAYS TO STRUCTURE THE LEARNING ENVIRONMENT ARE:

INDIVIDUALISTIC:	We are each in this alone. My success in attaining my goal is not related to your success in attaining your goal.
COMPETITIVE:	I swim, you sink; I sink, you swim. I can attain my goal only if you do not attain your goal.
COOPERATIVE:	We sink or swim together. I can attain my goal only if you obtain your goal.

Students need to be informed as to which goal structure is expected of them for the day. All three of these goal structures can be used in a classroom. There should be a balance in classrooms so that cooperation is given the same emphasis as the other two.

Students do need to work alone so they can rely on themselves and trust their own decisions. They also need to know about competition so they can accept whatever outcomes result from their choices. However, it is just as important to learn to work together in interdependent situations and for team successes.

Students in individual task-structured classrooms are rewarded on the basis of their own performance, regardless of other students' performances. In competitive task-structured classrooms, two or more students are compared with one another. Rewards are given to students who perform best. In both competitive and individualistic learning environments, students are isolated from one another. They work by themselves on the same tasks, receive limited attention, and rival one another for grades. Many students believe they cannot succeed in competitively and individually structured classrooms. These students lose their will to try and they expend little effort to learn.

Cooperative learning is a structured, heterogeneous, group experience for two to six students who have a specific task to complete. This assignment of a group activity with rewards or recognition for the group based on a group product or performance is the essence of cooperative learning. This collaboration among people working toward a common goal is expected to produce more than the individual alone; the whole of their combined efforts is greater than the sum of its parts. It's not easy, but a good team assignment is the key to this educational approach. Cooperative learning also emphasizes that every member of the team must understand each lesson.

To best use cooperative groups, analyze your existing curriculum placing it into three categories:

1. Whole class instruction can be used for about 50 to 60 percent of the existing content curriculum.

2. Cooperativè learning groups are effective for about 25 to 30 percent of the school curriculum in the beginning.

3. Independent learning, with provisions for individual differences, may be applicable for 15 to 20 percent of the curriculum.

A variety of subject areas will work with cooperative learning. After selecting the lesson, if the teacher decides that cooperative learning would best enhance the lesson, he/she must then structure in a group goal. Of course, each student is individually held accountable for learning the material. A goal might be 85% accuracy. When all in the group achieve this, a group goal could be given.

There is more to the teacher's role in cooperative learning situations, however, than structuring cooperation among students. The teacher's role includes five major sets of strategies.

1. Clearly specifying the objectives for the lesson.

2. Making decisions about placing students in learning groups before the lesson is taught.

3. Clearly explaining the task, goal structure, and learning activity to the students.

4. Monitoring the effectiveness of the cooperative learning groups and intervening to provide task assistance (such as answering questions and teaching task skills) or to increase students' interpersonal and group skills.

5. Evaluating students' achievement and helping students discuss how well they collaborated with each other. (Johnson and Johnson, 1984, p. 25, 26)

Basic Elements Of Cooperative Learning

Positive Interdependence

Students must believe that they need each other in order to complete the group's task – that they sink or swim together. Ways to create this feeling:

1. joint rewards
2. mutual goals
3. shared materials
4. assigned roles

Face to Face Promotive Interaction

Verbal exchanges and interaction patterns that take place among students in carefully structured learning groups create beneficial educational outcomes. Some important types of verbal interchanges are:

1. oral summarizing
2. giving explanations
3. receiving explanations
4. elaborating

Individual Accountability

Every member of the group must have learned the material for cooperative learning groups to be successful. It is important to frequently stress and assess individual learning so that members can appropriately support and help each other.

Some ways to structure individual accountability are:

1. give each member a test
2. ask random student to explain
3. select one answer sheet

Interpersonal and Small Group Skills

Students do not come to school with the social skills they need to collaborate effectively with others. Teachers need to purposely and precisely teach these skills.

Some skills to be taught are:

Task Skills

1. stays on task
2. helps without giving answers
3. contributes ideas
4. checks for understanding

Maintenance Skills

1. disagrees in an agreeable way
2. encourages
3. responds positively to ideas
4. encourages others to talk

Group Processing

Processing is a strategy used at the end of a cooperative lesson which invites students to analyze their success at both the social skill and the subject matter.

Some specific items to discuss are:

1. We learned _____ and _____ today.
2. Two things we did well as a group were _____ and _____ today.
3. One way we could improve as a group is _____ _____.
4. As a result of our work today, we are getting better at _____ _____ _____.

Heterogeneous Grouping

Students of varying abilities work together for a common goal. This produces greater perspective taking and a higher degree of appreciation and respect for individual differences.

Autonomous Groups

The groups learn to solve their own problems instead of calling the teacher each time there is a disagreement. The teacher asks the group to list three ways they could solve the problem. The teacher checks in three minutes to see what solution was agreed upon and how effective it was.

Distributed Leadership

Students are assigned roles with specific jobs to do within the group. These roles rotate daily so that everyone gets a chance to perform all of the roles, hence broadening the responsibility and repertoire of each student.

To ensure that you include the basic elements into your lesson plans, the following plan outline will help guide you initially. After you work with cooperative learning and become comfortable with it, this lesson plan becomes a checklist for your planning.

Lesson Plan

Use this lesson plan worksheet initially to ensure that all of the basic elements of cooperative learning are incorporated into any lesson you plan.

I. Decisions

Lesson: _____

Group Size: _____

Assignment to group: _____

Materials: _____

Structure: _____

II. Set the lesson

What is:

	Academic Task:	Criteria for Success:
*Positive Independence	*Individual Accountability	*Expected Behavior

III. Monitoring:*

Teacher _____ Teacher/Student _____

Focus will be on:

Whole class _____ Individual groups _____ Individuals _____

Behaviors: _____

IV. Processing/Feedback:* _____

*Essential Elements

Guidelines for implementing cooperative groups:

1. Mix the groups so that there is a balance of gifted or above average students, average students, and slower learning students. Rotate groups so that there is a constant variation allowing most students to work with most other students. With this interaction, gifted students are taught to be understanding and respectful of students who might think more slowly than they; and slower students have models to copy in problem solving and thinking behaviors. The slower students will be allowed to achieve success regularly. This in turn increases motivation.

2. Assign task roles such as group leader, recorder, materials person, and reporter, and have students exchange roles periodically to ensure that each and every team member assumes certain responsibilities which help to make the group process work smoothly. When assigning roles, try to ensure rotation so that all students learn all tasks.

3. Explain the tasks to be completed with clear, specific instructions, and criteria. Provide examples to model high quality products which you expect from the group work. Make it possible for all to reach the criteria without penalizing others. Especially in the beginning of the year, check for understanding by asking one or more students to explain your instructions in their own words.

4. Remind each group of their interdependence. They have a team goal and must work cooperatively. They will sink or swim together since the final product is a group product. Members of cooperative learning groups should give two interrelated messages. "Do your work--we're counting on you!" and "How can I help you to do better?"

5. Inform each group they are responsible for making sure that every individual masters the thinking skill. The teacher could provide group rewards (free time, extra recess) to each group which reaches a preset criterion.

6. List desired behaviors so students know for which intelligent behaviors you are looking. For instance, they should at least exhibit acceptance of other's ideas, offer some original ideas, stay on task together, and participate in the discussion.

7. Observe group behaviors by recording data you can later share with students. Your check list could include contributing ideas, expressing support and acceptance, clarifying and testing options. When the groups seem to have mastered a skill, individual competence is determined by an assignment done only by the individual, by a test of the individual, or by the teacher interview and observation of individuals.

8. After students have tried using in-group methods to solve the group problem e.g., disruptive student, remove the disruptive student from the group, but hold that student responsible for completing the material on his or her own.

9. Offer Rewards For Good Or Improved Performance

   A. PRAISE for the group which produces the "best" product based upon whatever criteria you have established is effective. Praise is the best reward and thus the best motivational strategy we as teachers can use for students of <u>all</u> ages. Invite another teacher or principal to look at products or judge product assignments. Do not underestimate the power of praise and recognition.

   B. RECOGNITION for group successes helps motivate group effort. Use bulletin boards for finished products or have a wall space reserved for each group to showcase good group efforts.

   C. BONUS POINTS help create positive inter-dependence. For example, set performance criteria so that each member of a group gets 3 bonus points, if every member attains 80% on the test, or 5 points if every member attains at least 90%. In this way, students see that cooperative learning benefits grades and does not lower them.

   D. HOMEWORK PASSES are effective once in a while when given for big assignments.

E. FOOD TREATS given on special occasions such as cumulative point winners or at the end of a large project can be a real motivator.

F. STICKERS AND BUTTONS can be worn by students to show pride in an accomplishment.

G. SPECIAL PRIVILEGES such as time on computers, library time, playing games, using special equipment, or choice time can emphasize and focus on developing knowledge.

Students have heard of cooperation, but may not have had a lot of practice working cooperatively. The teacher needs to define cooperation by specifying desirable behaviors for small group work. When beginning, use just a few admonitions: take turns, speak quietly, stay with your group, use names when speaking to or about someone. Marilyn Burns uses only three rules in group work:

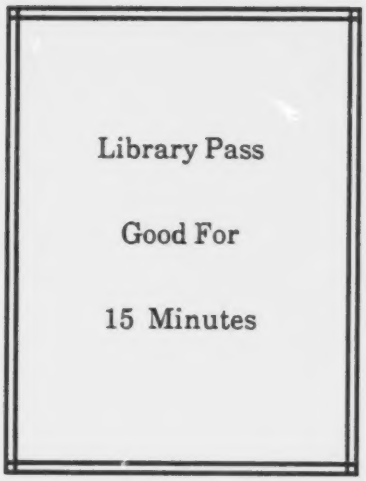
a. You are responsible for your own work and behavior.

b. You must be willing to help any group member who asks.

c. You may ask for help from the teacher only when everyone in the group has the same question. (Burns, 1981, p. 47)

10. Also, allowing students to make some choices within the options teachers offer during the daily routine of the classroom, helps students feel that they have some control over their school lives. For instance, one teacher used clothespins to offer students a library choice. The teacher decides how many students could leave by the number of clothespins put up. The teacher decides when to allow this choice to be taken, the amount of time to be spent, and when a student might abuse and so lose the privilege.

Often students see only one response to a situation and choose it over and over even though it seldom works. By helping students make wise choices, and enabling them to see the many choices available to them, teachers open up ways for students to make helpful decisions to improve behavior and classroom experiences.

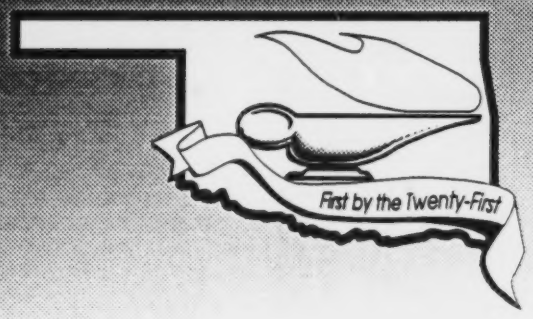


Ideas For Successful Cooperative Groups

1. Students need to be grouped as randomly as possible. Try for heterogeneous groupings even within a class of students who have been homogeneously placed together based upon ability level.
2. Occasionally, try to create some sense of competition among the groups.
3. Each group should complete a carefully structured task which results in a product.
4. There is the obvious need for students within each group to share materials, resources, and ideas.
5. Students stay on task more readily as the teacher imposes the challenge of time limits.
6. The individual is to be held accountable, but there should be group rewards and or recognition for everyone in the group which "wins." There are no "losers."
7. The teacher serves as a valuable resource, facilitator, and observer who can truly monitor both individual and group work, circulating through the groups, recognizing groups that are working well, and working with groups that are having trouble either academically or cooperatively.
8. Positive interdependence in working toward mutual goals helps students to improve their interpersonal as well as individual skills.
9. Don't intervene in groups any more than necessary. Let them work out problems with minimal assistance.
10. Closure opportunities abound as group members are called upon to identify critical attributes, justify selections, and defend conclusions.

Cooperative learning takes some time to implement, some dedication and support from peer teachers when things go wrong or right, and some readjusting of our concept of school "power" structure. To persevere with the use of this strategy, however, will bring an improvement in student and teacher attributes toward classroom management and a more pleasant place to work in and learn. Learning teams, like sport and debate teams, give students a sense of competence and lead to the belief that they, the students, are important.

A successful teacher will have a student-centered curriculum instead of content-centered. Lessons will be well-planned and interesting. There will be a multimedia approach rather than a textbook, moving from page one on the first day straight through until the last day of school. All students will not be on the same page, doing the same thing, day after day. Each student will be assured that the teacher is primarily concerned with his/her individual needs. The teacher will provide many honest experiences of success for all of the students. The tasks will be set by considering students' capabilities. Lip service is not enough in dealing with students' individual needs. If a teacher desires to promote a successful learning atmosphere, consideration of individual needs is a prerequisite.



Alternate Management

Techniques For Problem Behaviors

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TIPS FOR HANDLING SPECIFIC BEHAVIORS

All teachers have devised successful techniques for handling particular types of behavior problems. There is, however, no panacea of tricks or solutions to modify or eliminate any of these behaviors in all students for all situations. An approach that might work well with one student might not work with others at all.

No one always knows exactly what to do when a behavior problem occurs. We are all capable of attempting possible interventions until a solution is found, however.

This section includes miscellaneous suggestions for possible solutions to behavior problems encountered on a daily basis by classroom teachers. Don't expect miracles! Select those that seem most appropriate for the age and individuality of the particular student involved.

The usual hierarchy of discipline procedures, such as teachers, counselor or parent conference, referral to office, detention, suspension, etc., will not be included in the following list of suggestions. There are times, of course, when each of these steps may be necessary.

Parent involvement is a must in any endeavor to find a permanent solution to a behavior problem. Continued communication between the school and the parent(s) is absolutely necessary.

Possible solutions to the following problems are all offered:

Behaviors Addressed Include:

Abuse of gum chewing
Bothering other students
Cheating
Defiance of authority
Drug abuse
Excessive talking
Incomplete work
Irritating noises
Lying
Messiness
Negative attitude toward school work
Out-of-seat
Physical/verbal abuse
Showoff
Stealing
Tardiness
Tattling
Temper tantrums
Unpreparedness
Vandalism
Vulgarisms
Withdrawal

BEHAVIOR: Abuse of Gum Chewing

Possible Solutions: Have a regular "free-day" for gum chewing for everyone who hasn't chewed it in between. After this "chew-in," pass the wastebasket.

BEHAVIOR: Bothering Other Students

Possible Solutions:

1. If pushing or shoving in line, give the student the choice of walking peacefully with the line or with the teacher.
2. Tell student you can see they are having trouble keeping to themselves, so you'd like them to sit in the "time-out" spot and think about the problem.
3. Make positive remarks when student performs accepted behavior.
4. Initiate a class discussion concerning possible motives a student might have for bothering others.
5. Verbally reinforce the victim for ignoring the "bother" or even give reward in some way.

BEHAVIOR: Cheating

Possible Solutions:

1. Make different tests for different classes or different rows.
2. If you see a student copying, quietly walk by and place a question mark on copied answer. Later, take the student aside and discuss the problem. Ask student to redo the paper and lower the grade. If cheating continues, give zeros.
3. Move the student's desk to the front of the class or beside a slower student.
4. Excellent guidance filmstrips/films are available in this area.
5. Have the student work in an isolated area for a day or two.
6. Arrange desks with maximum distance possible between students.
7. For tests, allow students to take reviews of questions home in advance or give open book tests.

BEHAVIOR: Defiance of Authority

Possible Solutions:

1. Do not argue with student. Work one-to-one; listen to student's side and discuss.
2. Never back student into a corner; allow a way out.
3. Ask the student to discuss complaint with you at lunch or after school. The student has been given the opportunity to be heard, but may not show up.
4. Ask the student to put the complaint in writing and add suggestions for changing your designated procedure.
5. For repeated offenses, send the student to an administrator. The administrator might send the student to In-School-Suspension until an indication is given that rules will be obeyed. If the problem is with one particular teacher, make arrangements to pick up the work and complete it in a location other than that classroom.

BEHAVIOR: Drug Abuse

Possible Solutions:

1. Use carefully planned drug education programs including films, speakers, field trips to drug clinics, etc. aimed at preventions.
2. Assign students to do research on the effect of drugs and publish results in the school newspaper.
3. Encourage your school to design a plan for dealing with students suspected of substance abuse.
4. For drug abuse repeaters, outside referrals may be necessary. (See Appendix IV.)

BEHAVIOR: Excessive Talking

Possible Solutions:

1. Ignore the verbalization to eliminate the reward of teacher attention.
2. Move the student's seat away from others to avoid temptation to talk. (Isolation)
3. Conference with student to bring the problem to awareness. If the problem continues, conference with a counselor, the principal, and parent in order of severity.
4. Require the student to talk for a set amount of time without stopping. The time set should reflect amount of time class was disrupted.

5. Say to student, "When you are quiet, we will begin the activity." Wait for quiet. Peer pressure will be applied to the disruption.
6. Tape a 15-minute session and play it back to the student. This allows student to become aware of problem.
7. Keep track of talking episodes (outbursts) in defined segments of time. With use of reinforcements, increase segments of time that the student can remain quiet.
8. Give warm attention during peaceful times when the student is quiet.

BEHAVIOR: Incomplete Work

Possible Solutions:

1. Tell the student work can be done now or later, but it needs to be done before anything else is allowed.
2. Reduce requirement so that the task is attainable for the student. Increase the requirement gradually until the completed work reaches acceptable levels.
3. Break the assignment into segments, giving the student only one segment at a time to complete.
4. Place a timer on the student's desk. Decide on the amount of time, set the timer, and check when it rings. Reset the timer for additional work.
5. For long-range projects, contract work with the student, decide on target dates, and post the contract.
6. Have an "I don't want to work" chair in an area apart and out-of-sight of the class. In this chair no praise or recognition is given. The student receives praise when returning to his/her seat to work.

In order to maintain the respect of the students, BE HONEST. Be honest particularly about your emotions. Do not become angry over what has happened to you, but if a student has been hurt by some circumstance and it upsets you, show it. If you are happy over something that has happened, shout it. An optimistic person usually has an easier time controlling the classroom. If you are honest about your feelings and are open to the ideas and opinions of the students, they are stimulated to respond when you wish them to.

My Ideas

BEHAVIOR: Irritating Noises

Possible Solutions:

1. Ignore noises, do not let student know this is annoying.
2. Establish a signal (touch, wink, smile) with student that provides alert that the noise is occurring. The signal is a reminder to stop!
3. Count the number of noises in a ten-minute period and challenge the student to gradually reduce the number.
4. Remove the child from the classroom for a "time-out" period.

BEHAVIOR: Lying

Possible Solutions:

1. Don't ask if the student is lying. Let the student know that you know the lie and operate on the truth.
2. Stress to the student your greater preference for truth. Don't pressure, as this causes lies to be more necessary.
3. Tell the student you can no longer believe them so you will need to check out everything they say for a week. If things improve, you will believe once more.
4. Keep a record of every lie or truth and share it with the student.
5. Discuss privately with the student that any relationship is built on trust. Write **TRUST** on the chalkboard and underline or circle "US." Explain that if lying continues, you will no longer trust the student.

BEHAVIOR: Messiness

Possible Solutions:

1. Assign bonus points for neatness.
2. Display messy work on the bulletin board.
3. Establish a regular time for desk cleaning.
4. If trash around a student's desk is a problem, attach a trash bag to the desk.
5. Active and continuous participation in promoting cleanliness and orderliness will promote positive attitudes in this area. People generally conform to the conditions around them, so keep the classroom orderly.

BEHAVIOR: Negative Attitude Toward School Work

Possible Solutions:

1. Matter-of-factly tell student you think it would be a good idea to start sending assignments home for parents to sign so they will be aware of progress.
2. Stress that the assignment will be easy since the student is very good at it.
3. If a student feels frustrated with the assignment, show understanding and help do the first one. Compliment progress and ask if help is needed on the next one.
4. Reward the student with free time upon completion of assignment or a promise to be the first to recess or lunch.
5. Give compliments about the results of assignments.
   a. "You did the last ones just perfectly. I'll bet you can have these done in just a few minutes, and they will be right."
   b. "You have the first one correct except for _____. I'll come back in a minute and check the next one."
   c. "Let's see if you can do even better than you did yesterday."
   d. "You are really a fast learner!"
   e. "You are fun to teach."
   f. "You have done such a good job, let's put your paper on the bulletin board."
6. Allow opportunities for success. Be sure the assignments are not so difficult that the student will be frustrated and discouraged.
7. Write encouraging comments on completed assignments.
8. Provide the student with accurate knowledge of progress and results in a positive manner.
   a. "You got everything just right!"
   b. "You answered the questions about the first half of the chapter correctly, but you will need to read the last half more carefully to correct some of your answers."
   c. "You know your addition facts but you still need a little work on your subtraction facts."

BEHAVIOR: Out-of-Seat

Possible Solutions:

1. Keep track of "out-of-seat" behavior and have equivalent time made up after school, during free time, recess, or lunch.
2. Allow the students "room" or "freedom." Permit them to do work in accordance with their learning styles. They may do better studying in a casual, comfortable position. Have a casual area available for these students.
3. Check to be sure desk is the appropriate size for the student.
4. Record number of times the student is out-of-seat in certain time segments. Reward the student as behavior decreases.
5. Set a small increment of time to remain in seat. Gradually lengthen the time in seat and give a reward.
6. Provide a seat on each side of the room and in back for the student to quietly move from one the other.

BEHAVIOR: Physical/Verbal Abuse

Possible Solutions:

1. Restrict the students from group activities and instruct them to consider the behavior patterns.
2. If fighting is a continual problem, provide boxing gloves and schedule regular matches in the gymnasium with parents' permission and required attendance.
3. If a problem becomes serious, refer parents to outside agencies for assistance. (See Appendix V.)
4. Don't merely send the student away (to the counselor, principal, etc.). Accompany the student yourself.

BEHAVIOR: Show Off

Possible Solutions:

1. Ignore, if possible. Find areas for praise and accentuate.
2. Try to provide an outlet for the need to show off, such as demonstration of a talent.
3. Divert this attention-seeker to a more acceptable role, such as class helper.
4. Ask the student to demonstrate the "act" before the entire class.

5. Meet with the student to discuss your "awareness" of unacceptable behavior.
6. Role reversal. Have the "show off" attempt to make a presentation to the class and have classmates "put student down" or "bug student," as he or she does with them. Do this only in severe cases.

BEHAVIOR: Stealing

Possible Solutions:

1. Assign the student to a table without shelves or drawers so that belongings remain in clear view. Try this for a week at a time, and then allow the student to return to his/her desk. Repeat if necessary.
2. Approach the group about the theft and establish a return area. Give the guilty party 24 hours to return stolen goods.
3. Pass out paper and ask students to write what they know about the missing article. **NO SIGNATURES!**
4. Excellent books, films, and filmstrips about stealing can be shared in groups or individually.
5. Make the student(s) pay to replace stolen item(s).
6. Classmates should be informed about how to protect themselves from a theft. For instance, never openly display money.

BEHAVIOR: Tardiness

Possible Solutions:

1. Help the student determine what is causing the tardiness. Then help formulate a plan to reach a destination on time.
2. The student remains in class from recess, lunch, or after school to make up time for tardiness. Double time or triple time will make a longer, lasting impression.
3. Start the day with something too much "fun" to miss.
4. Award a prize, ribbon, etc. for "on time" behavior.
5. Be consistent in roll-taking practices. Let students know what is expected.
6. Close the door when the bell rings so everyone will notice someone who comes in late.
7. Take the lunch count first thing after the bell rings. If students are tardy, they must miss lunch.

BEHAVIOR: Tattling

Possible Solutions:

1. Distinguish between serious problems and minor grievances. If minor, ignore or tell student, "Thanks for letting me know, I'll keep my eyes open."
2. Give verbal praise or awards to the student when good things are repeated about another.
3. Have the student put the grievance in writing and say that it will be dealt with at another time. No signature is allowed!
4. Explain to the class that there will be equal discipline for offender and "tattler" alike.
5. Sometimes you can kid them out of the practice with such comments as:
   a. "Is that a fact?"
   b. "You don't say!"
   c. "Gosh, I hate to hear that!"
   d. "You're kidding!"
   e. "Oh, come on now!"

BEHAVIOR: Temper Tantrums

Possible Solutions:

1. Remove student from group (audience) to cool off; then, discuss the problem with the student and seek a solution (contract possible).
2. Allow the student to "let off steam" with acceptable physical activity such as running laps, hitting a punching-bag, etc.
3. Keep a set of red warning cards on your desk. When you see a "tantrum" approaching, lay a card quietly on the student's desk and say "cool it." (You should arrange with the student ahead of time to use this as a private signal between the two of you.)
4. Be ready to show affection. Sometimes all any angry student needs to regain control is a sudden hug or other impulsive show of affection. Students with serious emotional problems, however, may have trouble accepting affection.
5. Ease tension through humor. Kidding the student out of a temper tantrum or outburst offers an opportunity to "save face." However, it is important to distinguish between face-saving humor and sarcasm or teasing ridicule.

6. Use physical restraint. Occasionally a student may lose control so completely that physical restraint may be required to prevent injury to self or someone else. This should not be viewed by the student as punishment, but as a means of saying "you can't do that."
7. Tell the student that you can accept angry feelings, but offer other suggestions for expressing them. Teach students to express themselves verbally by discussing the problem or writing it down.

BEHAVIOR: Unpreparedness (coming to class without materials)

Possible Solutions:

1. The teacher will provide "stubs" of pencils and crayons, extra texts, and scraps of paper. (These "scrap" materials will be so undesirable that student will bring materials.)
2. If the student never has a pencil, give a reward for coming prepared by exchanging the pencil for a colored marker.
3. Tie the pencil, ruler, eraser, compass etc. to the desk with a string.
4. Have student (or parents) buy extra materials and keep them at school.
5. Keep a supply of pencils and paper to sell.
6. Ask student to leave a personal belonging with you for security. You will return this item when the borrowed item is returned.

BEHAVIOR: Vandalism/Disrespect of Property

Possible Solutions:

1. The student is required to clean, repair, or replace vandalized area or material.
2. If vandalism is severe, a parent might be asked to aid the student in repairs.
3. Restrict use of area or materials vandalized.
4. Have student clean graffiti off walls, desks, or wherever it exits.
5. Allow students to use "graffiti sheets" (large sheets of paper on classroom walls) as an outlet for written expressions. Be sure to impose certain operational limits or rules of etiquette for this activity.
6. For misuse of restroom, give the student a bucket of soap and water along with orders to clean the entire restroom.

7. Ask parents to make restitution.
8. One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will decrease. Carry out active campaigns with students to make improvements in the classroom, throughout the school building, and on the school grounds.

BEHAVIOR: Vulgarisms

Possible Solutions:

1. In private, gently discuss with the student why school is off-limits for "vulgarism."

   Hold group meetings to discuss reasons why people swear or gesture.

3. Make sure the guilty student knows some people were offended by the actions.
4. Suggest alternate methods of expression as substitutes for "vulgarism." For instance, terms not classified as "swear words" can relieve tension in students if enough expression is used. ("Oh, brother!" Piddle!" "Jeez!") Also, the peace sign, fist, thumb up or down, etc. could be used for appropriate hand gestures.

BEHAVIOR: Withdrawal

Possible Solutions:

1. Encourage the students to participate through puppets, masks, or costumes.
2. Try to bring students into activities by emphasizing special interests and talents.
3. Take a personal interest in the students and encourage interaction with other students. Privately solicit assistance from other students in encouraging participation of withdrawn students in activities.
4. Set up a contract with personal objectives in sequential order. Start out with the easier areas of participation such as raising a hand to answer a question. Review this contract frequently and discuss progress.
5. To make sure that everyone participates in discussion, put the class in a circle. Ask one student to begin and the student to the left gets the first opportunity to respond. If the student does not desire to speak at that time, they pass. However, as the discussion continues those who have passed may be recognized before the others.
6. In groups, you may want to use the whispering technique.

DISTURBANCE QUESTIONNAIRE

Willie Quinn, assistant principal, and Steve Groom, former eighth grade English teacher from Guthrie, have devised a questionnaire for disruptive students to fill out.

This form fulfills many purposes:

1. It gives the student a chance to calm down, because the form is filled out before any discussion or action takes place.

2. It gives the student a chance to go through some self-analysis and evaluation on his or her own.

3. The student is given a chance to give his or her side of the story in writing, therefore the student feels that the "establishment" cannot say he or she said or did not say something.

4. The disciplinarian is able to get the story in writing so that deviations and misunderstandings do not happen as easily.

5. The form itself can act as a deterrent for those students who like to use "snow" jobs and misunderstandings of statements as a way out, as well as for those who realize that a trip to the office does mean something.

6. A cross reference of a child's behavior after a period of time can be made to see if a personality conflict is occurring which may need evaluation.

7. A record for documentation can be easily assembled for conferences with parents or other school officials.

8. Teachers who consistently have discipline trouble in the classroom can be counseled with as to the types of problems they may be having.

The purpose of this form is to get the student back in the classroom with an attitude of doing his or her best as soon as possible.

For students who show persistent problems, the counselor can check for patterns more easily and locate possible learning disabilities that are causing boredom or emotional problems.

These forms should be filled out no matter how many times in one day a student appears in the office for disciplinary action. The disciplinarian should make a comment on the back of the form each time as to the action taken, such as: talked with student, warned student, called parent, etc. These forms should then be kept on file.

It is important to use this form as a learning tool. Have students use rules for composition in filling out the form. Check on capitalization and punctuation. Have it available to show parents in this context as well as for the information it contains. (See Appendix VII.)

My Ideas

ALTERNATIVE EDUCATION FOR AT-RISK STUDENT'S

A vital part of classroom management today is identifying and understanding students who are "at risk" of dropping out of school. Once this has been achieved, schools can develop prevention programs which are effective in controlling the dropout problem. However, every situation is unique, and there are no simple prevention solutions for dropouts.

Educators believe that certain characteristics or conditions associated with the "at risk" student may surface as early as the third grade. Therefore, schools which do not address the problem until a student is a junior or senior in high school may be too late to assist. Classroom teachers need to be aware of these signs indicating that a student is "at risk" of dropping out of school.

The Oklahoma definition of at-risk children and youth are individuals whose present or predictable status (economic, social-cultural, academic, and/or health) indicated that they might fail to successfully complete their secondary education and acquire basic life skills necessary for higher education and/or employment. More specifically, children and youth may be deemed at risk if:

A. They are a member of a household or family whose income is at or below the poverty level under criteria used by the U.S. Bureau of Census; or

B. They have not made substantial progress in mastering basic skills that are appropriate for students of their age; or

C. They have grades that consistently indicate major underachievement; or

D. They have been retained in a grade for one or more years; or

E. They have been a school dropout or have had excessive absences during a school year; or

F. They have been determined to be at risk based on assessment by school staff familiar with the students' health, social, or family status as these influences may be impairing the students' success in school. Influences may include but are not limited to, evidence of abuse of the students, the students' use of alcohol or drugs, pregnancy, or attempted suicide.

Although no one condition will necessarily lead a student to drop out of school, in combination the effect increases the probability that it might happen.

The student who experiences continued failure in education often develops a negative attitude. This negative attitude leads to low self-perception, destructive behavior thus affecting their total outlook on life. When daily failure is allowed to accumulate over the school year or years, it turns into general failure. When school is no longer a source of rewarding experiences, the desire to be there on time, or to attend at all, is lost. Repeated absences lead to academic failure and, eventually, dropping out.

Unmotivated students who feel "forced" to be in school when they find few rewards, are more likely to reject rules and to exhibit disruptive behavior. This usually leads to major disciplining measures being imposed.

The traditional school setting tends to serve well the needs of most students. A growing understanding and appreciation for the uniqueness of the individual student has created and supported a host of well-defined and special programs for students with special needs. Included are programs for the student with physical or mental handicaps (Special Education) and for students identified as "gifted and talented." A group of special students whom the schools have yet to adequately serve continues to grow. These are students who for various reasons are unable to succeed in the traditional classroom setting. Among these are those students who lack essential social skills, study skills, and positive self-esteem. These students require an alternative education environment and process which is appropriate for them individually and which they can experience success and achievement.

Alternative Education programs began to emerge in the mid-70's. Many of the programs were designed to serve students with behavior problems. Rather than the traditional out-of-school suspension, the alternative is keeping the offending students on campus rather than sending them home. This program has several names; among them: In School Suspension (ISS), and After School Detention (ASD). This program emerged as the most common type of program in Oklahoma. Although the program mainly served students with behavior problems, a greater need was identified. Griffin, Hoffman and Hunter, in their summary research on "Dropouts," explained that disruptive behavior . . .

" . . .is quite often a counteraction to the students' perceived failure in the students' role--disruptive behavior is a defensive response to the threat to the adolescents' self-esteem--rebellion against the standards of success set by schools."[1]

Based on a greater understanding of the at-risk student, new alternative education programs have emerged. These programs usually are designed around the following definition: ". . . educational process incorporating appropriate structure, curriculum, interaction, and reinforcement strategies to stimulate learning within students who have not utilized their capacity to do so within traditional settings."

Programs are developed to accomplish the following goals:

1. help at-risk students replace negative and destructive behavior with positive and constructive behaviors;
2. help at-risk students prepare for employment;
3. help at-risk students complete their high school education.

Counseling is a vital part of an alternative education program. Low academic achievement and failure to keep employment are directly related to self-esteem and problem solving. Counseling is an intrinsic component of all activities within the program. Therapists work with individual students on a regular basis. Regularly scheduled group sessions address a variety of topic needs. Workshop days, which all students attend, offer sessions dealing from suicide, abuse, and self-esteem to contraception.

In addition to a strong counseling program, staff selection is extremely important. The staff of the program must be selected from individuals who:

1. want to work with students who have problems.
2. have demonstrated their ability to work successfully with students with problems.
3. can relate well to students with a variety of class and cultural orientation.
4. are more interested in identifying and solving real problems than in merely responding to or modifying misbehavioral symptoms.
5. are patient, caring and committed to students.

---

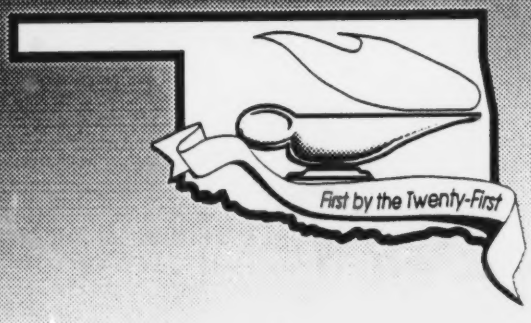
[1] Griffin, Hoffman and Hunter. *Behavioral Outcomes of an Alternative Program for Junior High Students At Risk of Dropping Out.* Eric Doz. No. 246007. Baton Rouge, Louisiana. Louisiana State Department of Education, 27 April, 1984.

The idea of dealing adequately with the needs of at-risk students should probably not be numbers of behavioral problems or dropouts, but should be the kinds of educational programs, instruction, and amount of learning that takes place. Successful programs combine intensive individualized learning in the basic skills, integrated with work related projects and counseling. When the relationship between education and work becomes clear, and teachers demonstrate a caring understanding attitude along with a self-paced curriculum, most of the so-called at-risk students can be motivated to stay in school. (See Appendix VIII.)

All problems of at-risk students will not be solved easily or immediately. One of the most effective ways of approaching the problem whether behavior, academic or social, is through positive prevention programs. Since these students are not connected to the purposes of the traditional school, alternative schools are the most logical place to offer help to these individuals who need to learn to succeed rather than fail, not only in school but in life.

Although many Alternative Education programs are restrictive and highly disciplined in nature, they are not an extension of the In-School Suspension programs. Alternative Education programs are not punitive, but students are required to comply with all rules and regulations of the program.

My Ideas



Appendix I
Feedback Forms

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FEEDBACK FORM

1. How satisfied were you with this week's sessions? (Circle one)

1	2	3	4	5	6	7
Very Dissatisfied						Very Satisfied

2. What was the high point of your week in class?

_____

_____

3. What factors contributed towards your satisfaction?

_____

_____

4. What could be changed to make these sessions better for you?

_____

_____

5. What can I do to make these sessions better for you?

_____

_____

6. What can you do for yourself to make these sessions better for you?

_____

_____

7. What are some of the special issues, concerns, or questions that you would like to see raised in class next week?

_____

_____

8. Comments/suggestions/questions/jokes/etc.

_____

_____

_____

Name (Optional)

Please use the back if you need more space for any item.

FEEDBACK SENTENCE STEMS

1. The high point of my week was when _____

   _____

   _____

2. I feel most satisfied at times when _____

   _____

   _____

3. If I could change one thing about this class it would be _____

   _____

   _____

4. One thing I'm going to do personally to make these classes better for me is _____

   _____

   _____

5. Next week would you please try to _____

   _____

   _____

6. And I'd also like to say _____

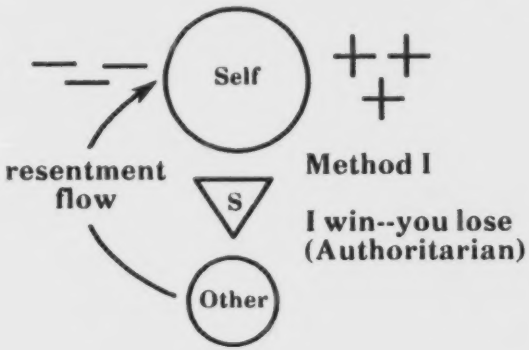
   _____

   _____

_____

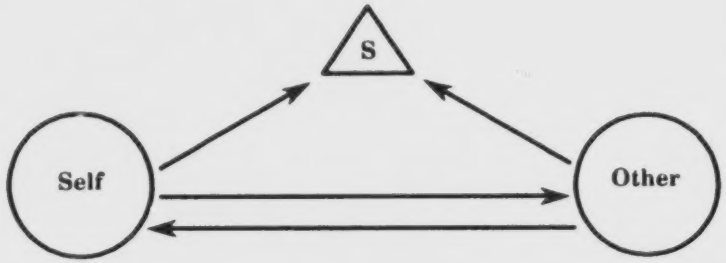
Name (Optional)

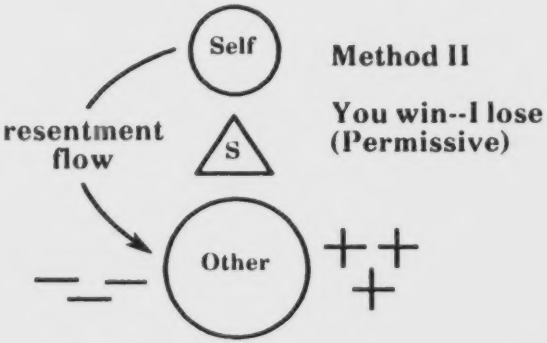
PROBLEM SOLVING: APPROACHES TO CONFLICT RESOLUTION



Method I

I win--you lose (Authoritarian)





Method II

You win--I lose (Permissive)

Assumptions about Method II

- Your needs are important.
- My needs are equally important.
- We will approach this from a NEEDS standpoint, not a solution standpoint. (This will eliminate "selling" solutions.)
- I will never use my power.

Assumptions about Method I and II

- Either self or other possesses rewards and/or punishers
- Either self or other is dependent for satisfying needs
- Only one party gets needs met, the other goes without

STEPS FOR METHOD III

- Defining the Problem in Terms of Needs
- Generating Possible Solutions. (Brainstorming)
- Evaluating and Testing the Various Solutions
- Deciding on Mutually Acceptable Solutions
- Implementing the Solution
- Evaluating the Solution

CONSTRUCTIVE CONFRONTATION: USE OF THE "I" MESSAGE

We often avoid confronting another person about his/her behavior for fear of damaging the relationship. Such avoidance can result in an accumulation of bad feelings that suddenly explode or lead to devious tactics. The goal of constructive confrontation--I Messages--is to deal with problem behavior in a manner that will produce **volunteered** change while maintaining the quality of the relationship.

Effective I Messages:

- Preserve the other's self esteem
- State (communicate, deliver) my feelings, however strong, congruently
- Leave the choice of the solution with the other person
- Pursue to a conclusion rather than "hit and run"
- Require Active Listening to deal with the other's emotional reaction
- The ideal "I" Message includes these three elements, arranged in any order:

Nonblameful Description of Specific Behavior	Congruent Primary Feelings	Description of the Concrete and Tangible Effects on Me
The other receives a clear idea of what he/she has done, without creating excessive defensiveness A specific, rather than a general description is most effective. Blame-loaded words or intonations are to be avoided. Example:	This is the fuel of the "I" Message. It allows the other to hear and feel the intensity of the concern. Expressing primary feelings displays the sender's need for the other's help and encourages openness	If the other can see the effect of his/her behavior, one is more likely to consider changing. This element helps the message avoid the errors of being judgmental, moralistic, or the "It's for your own good" stance.
When you come to work at 8:30 and leave at 4 o'clock	I get really worried because	I have three annual reports that must be done on time.

'I' Messages

To clarify the situation, use "I" messages as suggested by Thomas Gordon.

When _____ I feel (or think) _____ because _____.

"John, when there is talking I feel upset because we can not learn without first listening.

Practice "I" messages for the following:

Mary comes to your class late the last three class meetings and you say----

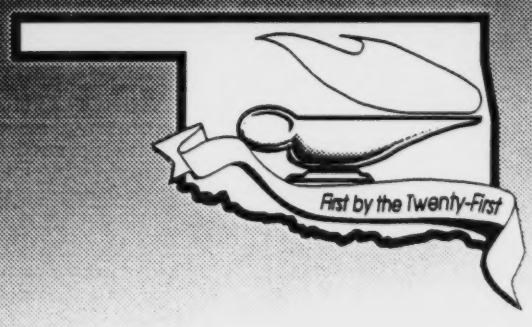
When _____ I feel (think) _____ because _____.

Bob and Kent are talking during class and you say----

When _____ I feel (think) _____ because _____.

Sue was combing her hair while you gave assignment and now she wants to know what to do and you say----

When _____ I feel (think) _____ because _____.



Appendix II

Suggested Rewards

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Tangible Rewards

- Comics
- The use of the punching bag
- The use of the typewriter
- Athletic passes
- Tickets to swimming pool
- Special passes
- Pinball machine to play
- Buttons with current rage sayings
- Balloons
- Stars (on forehead)
- Points
- Checkmarks
- Educational puzzles
- Rubber stamps of animal pictures
- Tokens
- Item form treat jar
- Baseball cards
- Toys (bubble blowers, model airplanes)
- Use of stamps or stickers (old Christmas seals or magazine stamps)
- Plastic multicolored rings which lock together and can be used to make necklaces and chains or can be used for purchases in the school store
- A band on child's desk with objects to be colored; for every row of completed assignment, the child could color one object (animals, cars, circus persons, etc.)
- Ribbon awards. These can be specially fitted (The Winnie the Pooh Award for the Quietest Student, The Christopher Robin Work Award, The Courtesy Award)
- Money given by parents over and above the student's allowance
- Going to drinking fountain without permission
- The use of teacher's staplers, magic markers, and paper punch in some personal project
- Magazines (automobile, sports, beauty, etc.)
- Door key for delinquent boys in correctional institutions
- Teacher's tie: boy admired teacher's tie; could wear it on Friday if behaved during the week
- Use of popular music and hearing own special records (earphones)
- Bringing in favorite "personality posters" to put up in place of instructor's own pictures.

Ron Carter. *Help! These Kids Are Driving Me Crazy.* Champaign, Il: Research Press Company, 1972. Used with permission of the publisher. All rights reserved.

EXAMPLES OF REWARDS

Drink Pass

1 Day pass for drink or bathroom

May be used in _____class only

NAME: _____

TEACHER-Mr. or Ms. _____

NAME: _____

can have 10 minutes free reading time.

Please allow _____to pass to the front of the lunch line.

DUTY TEACHER: Please collect this pass.

Pass good for one day only _____
Date

Please allow _____ to visit the library for 10 minutes to choose a book or do research.

Irving Middle School, Norman, Oklahoma used with permission.

Social Rewards

Approval and recognition from authority figures such as parents, teachers, counselors, principals, patrol guards, and custodians.

- -- Have parent or principal sign good papers.
- -- Pick the teacher as a playmate for a game.
- -- A note of good behavior sent to parents.
- -- Nonverbal social rewards (patting head, winking, touching hand).
- -- Have parents or someone of student's choice invited to visit the classroom.
- -- Communicate respect ("Your answer was clever"; "Nobody else thought of that"; "Clarence, it's a pleasure having you in class when you work like this.")
- -- Friendliness, warmth (walking with student; putting your hand on student's shoulder; smiling; announcing student's birthday).
- -- Put name of students on the board for the most improved behavior or good behavior.
- -- Take pictures of student, placing his/her picture in frame for "The Most Improved Student of the Week."
- -- Express interest both verbally and written on his papers. Use of humor, "in-group" or currently popular expressions. "Show this to your parents." (These could also be used for feedback purposes.)
- -- Have special rewards available on Mondays and Fridays so that the school week opens and closes on a pleasant note.

Responsibility and Authority

- -- Be stage manager for a class play.
- -- For physical education:
  - Don't dress for class; be a coach.
  - Be assistant referee.
  - Take an early shower.
  - Check showers, supplies, and equipment.
- -- Be bathroom supervisor at the end of recess.
- -- Be attendance taker for coming to school on time.
- -- Be allowed to sit in teacher's chair.
- -- Correct papers after finishing assignment.
- -- Be allowed to be the class librarian for the day.
- -- Be able to give the practice spelling test.
- -- Can feed and take home over weekend with parents' permission, class pets (rabbits, parakeets, and farm, turtles, hamsters).

- Can be first in line (could have an added designation with either titles or props ("The Door Man", "The White Hat Child", "The Sheriff").
- Reward for poor reader in the upper grades would be to go to a first grade class to read or write stories as a tutor.
- Make up a geometry (or subject area) quiz, administer it to the rest of the class, and then score and grade it. Student would receive a grade for the job.
- Appear as guest lecturer in other classes.
- Choose the extra credit problems for the week and determine how they will affect the students' grade.

Activities As Rewards

Toward Positive Classroom Discipline

- Arm wrestle
- Chewing gum
- Daydreaming
- Play hangman
- Spelling bees
- Sweep the room
- Sharpen pencils
- Clean the erasers
- Even the window shades
- Reading a library book
- Studying other subjects
- Drawing pictures at desk
- Put the shelves in order
- Turn the lights on and off
- Allow students talking time
- Hobbies that the student has
- Rocking in the rocking chair
- Play "Stump the Teacher" game
- Putting head down and resting
- Choose your own seat in the room
- Have a supervised snowball fight
- Have a supervised class tug of war
- Hold class outdoors on warm, sunny days
- Doing crosswords provided in the classroom

- Spot talent shows; children entertain class
- Being able to attend classes in other subjects
- Make charts for tournament play (physical education)
- The privilege of being allowed to go outside to draw
- Play tic-tac-toe with colored chalk on the blackboard
- Writing notes if this does not disrupt classroom activity
- Have a boy lunch auction, especially for 5th and 6th graders
- Allow the children to move their desks and use the area to dance
- Card tricks: a youngster who knew a card trick could teach others
- Paper folding (origami) which each child contributes to main class mobile
- Challenging the instructor or another student to a game of chess (or any other game)
- Extension or inclusion of enjoyable classroom activities such as gym, art, music, recess
- Make "spirit" signs for upcoming athletic event to hang in the halls (physical education)
- "Surprise sack": reaching into sack for a small token or slip telling of special activity
- During nap time, the child is allowed to play with a toy instead of putting it away
- Listen to Radio Moscow and Radio Cuba on the teacher's shortwave radio using earphones; discuss other's perception on the hostages
- Have a panel discussion of current topics or current event discussions on Fridays (dress codes, dropping out of school, "the generation gap," the President's new budget, favorite TV show, etc.)
- Students are allowed to listen to stories on tape recorder. They may select the story they want or take a chance by listening to the tape which is already on the machine.

Approval from Peer Group

- -- Can go on overnights with class
- -- Can be member of class council
- -- "Photographer of the Month," etc.
- -- "Home movies" made of class activities
- -- Express interest in him/her and improved behavior
- -- Class project for cooperation is to work on class newspaper
- -- Reward for participation is being voted "Reporter of the Week"
- -- Let a student who has been "good" place the stars on classmates "A" papers

My Ideas

Reinforcement Menu: Kindergarten

Main Courses

- -- Hugging
- -- Singing
- -- Painting
- -- Swinging feet
- -- Using play dough
- -- Using colored chalk
- -- Playing favorite game
- -- Talking to a classmate
- -- Using puppets for a puppet show
- -- Watch David and Goliath on television
- -- Moving chair to another part of the room
- -- Walking around in back of the room
- -- Using the toys at back of room
- -- Looking out the window
- -- Working with puzzles
- -- Cutting and pasting
- -- Cupcake party
- -- Playing piano
- -- Drinking
- -- Drawing

Daily Specials

Monday:	Visit first grade
Tuesday:	Finger painting
Wednesday:	Using teacher as a playmate in a game
Thursday:	Make a mural
Friday:	Listen to stories or records using earphones

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Reinforcement Menu: Elementary Class

- -- Be line captain
- -- Be in charge of taking attendance
- -- Leave five minutes early for lunch
- -- Can get a drink at any time without asking permission
- -- Be in charge of passing out papers and other class materials
- -- Arrange the game shelf and be permitted to pick out a game to play
- -- Work on scrapbook on history project (can use the magazines in the room)
- -- Go to the library to work on a special project relating to the unit being studied
- -- Work in the art corner or take out plain paper and draw any kind of pictures at desk
- -- Listen to the reading stories on the phonograph with earphones (up to four at a time)
- -- The use of the electric and flannel board to work on exercises found in the science corner
- -- Record favorite story on the tape recorder making sure that it is read with expression and clarity
- -- Be excused 15 minutes early before the end of the school day to clean the erasers and blackboard

Specials

Monday:	Listen to the transistor radio with earphones.
Tuesday:	Use of the viewer to look at pictures of the country being studied in geography.
Wednesday:	Be group leader for the social studies group.
Thursday:	Add another piece to the classroom puzzle or mural.
Friday:	Plan for the Friday afternoon group activity (help the teacher pick out the group game to be played or invent a game).

Reinforcement Menu: High School Class

- -- Reading
- -- Playing games
- -- Writing letters
- -- Using the portable computer
- -- Making up a quiz and then giving it to the class
- -- Challenging teacher or another student to a game of chess
- -- Talking over past or forthcoming athletic or social events
- -- Sitting at the teacher's desk while doing homework problems
- -- Preparing the bulletin board using a display of the student's choice
- -- Having creative exhibit period (a grown-up) version of show-and-tell
- -- Comparing a 1902 Sears and Robuck catalog with the current one, discussing changes in style, price, and the like, and trying to discover why the changes occurred.

Daily Specials

Monday:	Appear as guest lecturer in the other classes.
Tuesday:	Do the special crossword puzzles involving concepts learned.
Wednesday:	Time in which you can converse with another student.
Thursday:	Construction of special paper models using geometrical figures to complete.
Friday:	Do mystery problems involving unit of study.

Positive Reinforcement to Reward Good Behavior

-- **The Grab Bag.** The students can earn tickets to the grab bag by their positive behavior. Each "grabber" gets to take one card out of the grab bag. On the card is written the reward the student has earned. (For suggestions of rewards, see Page 129)

-- **Free Time Passes.** Students receive "passes" in recognition of their positive behavior. The student's name and the time earned are written on the pass. It is helpful to have a "menu" of the free time activities the students can choose from. Some activities are:

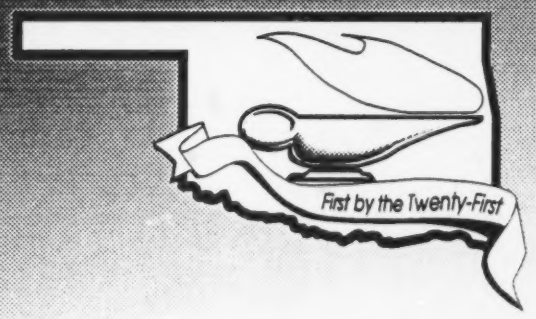
reading books
playing games
arts and crafts
help the teacher
working puzzles
read stories to younger students
science experiments
special projects
help the principal
tutor younger students

-- **The Right to Rent.** All classrooms have numerous items which the students would enjoy to "rent" and take home overnight or for the weekend. When the students engage in desired behavior they can earn "rental cards" which specify the item the student has the right to rent and how long. (It may be necessary to check with parents first.)

-- **Positive Notes to Parents**

-- **Behavior awards** (badges, ribbons, etc.)

One of the best sources for reinforces is to watch the students, see what they enjoy, and let them do it.



Appendix III

Assertive Discipline Worksheets

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Discipline Plan Worksheet

Discipline Plan Guidelines

- Maximum five consequences; i.e.,

  First--name on board--warning
  Second--one check--15 minutes after school
  Third--two checks--30 minutes after school
  Fourth--three check--30 minutes after school; call parents
  Fifth--four checks--remove from room i.e., principal or vice principal

- Plan contains "*severe clause*" in case student severely disrupts i.e., student immediately goes to principal
- Principal always the last consequence in the plan
- Plan must be approved by principal before it is utilized
- Copy of plan must go home to parents
- Plan applies to all students in the classroom
- At the end of the day all names and checks erased
- Never erase a name or checks as a reward for improved behavior
- If after three days or less the plan is not working with one or more students **make the plan more strict**
- Teacher should share with principal changes in his/her plan

Consequences To Utilize With Severe Behavior Problems

In-School-Suspension Room

Student suspended from class for remainder of day and on following day to isolation room

- Room monitored by administrator or teachers
- Student does academic work in **silence**
- If student disrupts in isolation room he/she earns one to three hours of extra isolation
- Student does not participate in recess or lunch; i.e., eats alone, escorted to bathroom

Tape Record Behavior

Cassette tape recorder placed next to student, and turned on if he/she disrupts; tape of disruption to be played for parents and principal.

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My Ideas

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Reinforcement Worksheet

Verbal Reinforcement Guidelines

Elementary

- Give direction to students
- Praise two students who comply
- Then if one or more students have not followed the directions, put their names on the board, etc.
- Praise every student every day

Secondary

- Praise when appropriate

Positive Notes Home

The most effective means available for teachers K-12 to back up their positive verbal responses with actions

- Two notes per class per day

Classwide Reinforcement

This enables all the students to earn a positive consequence for their appropriate behavior and can be utilized with difference classes.

The most effective classwide reinforcement method we have yet observed is:

- Whenever **one** or **more** students behave they earn a marble etc. for the entire class
- Each marble etc. equals one point. When the class earns a predetermined number of points they earn a reward; i.e., extra free time etc.
- The students earn a large number of marbles each day or period
  - Elementary

    one marble per day, regular students
    3 to 5 marbles per day, problem students

List ten Positive Consequences a class at your grade level may want to earn.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Determine a classwide reinforcement program for your classroom.

_____

Reinforcement Method (marbles, points, etc.)

_____

What reward do you think class would like to earn?

_____

Canter and Canter

My Ideas

Teacher-Principal Worksheet

Guideline for Teachers Working with Principals

-- Accept that you have a right for help.
-- Share the discipline plan and get approval before you put the plan into effect.
-- Whenever you modify, plan share changes.

Behavior Rules for My Classroom

1. _____ 4. _____
2. _____ 5. _____
3. _____

Discipline Plan for My Classroom

When Students Break My rules

1st consequence _____
2nd consequence _____
3rd consequence _____
4th consequence _____
5th consequence _____
Severe clause _____

Positive Consequences I Use When My Students Behave

_____
_____
_____

Students Who Are Or May Be Severe Problems

Name	Problem Behavior(s)	What I Have Already Tried	What I Would Like to Do
1.			
2.			
3.			
4.			
5.			

Adapted from Canter and Canter

Teacher Parent Conference Worksheet

Guidelines for Working With Parents

-- Accept you have a right to their help.
-- Assert yourself immediately.
-- Send home positive notes.
-- Reinforce parents who support you.
-- Send home copy of your Discipline Plan.
-- Don't always believe what parents say.
-- Call fathers.
-- Call parents at work.

Before Meeting or Talking With Parents, Fill Out:

Goals For Conference (I need your cooperation)

_____

Objectives For Conference (I want you to . . .)

_____

_____

Rationale For Conference (It is in your child's best interest that we work together to help him/her.)

_____

_____

Consequences You Feel Will Occur If The Parents Do Not Cooperate (If you do not cooperate the result will be . . .)

_____

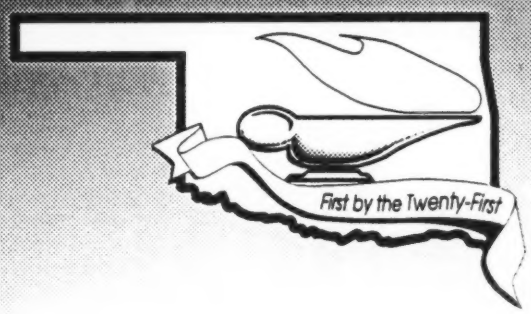
_____

Documentation of Your Assertions

_____

_____

Canter and Canter



Appendix IV
Critical Issues: Chemical Dependency

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Chemical Dependency

The news media constantly informs us of the crisis in our country concerning chemical dependency and dependence on any mood-altering substance is a severe problem for educators, for parents, and for society. Chemical dependency strikes families of all economic and social classes, and it has very negative effects on all members of the family.

In recent years the public and the press have expressed concern over reports of rising drug use at the secondary level. Students have indicated that there are abundant supplies of alcohol, pills, marijuana--even heroin and cocaine in junior and senior highs across America. Furthermore, it is felt that these substances are also being distributed in the elementary schools.

It is true that many such reports of drug and alcohol availability are difficult to confirm. How much of the student talk is just that--talk and nothing more--is difficult to evaluate. However, there are students ending up in the principal's office under suspicion of chemical substance misuse.

There is some disagreement among educators as to the responsibility of the schools in dealing with rehabilitative drug education. Dealing with diagnosed substance abusers requires extensive professional training and must be handled very carefully. In most school districts, a person truly qualified for this type of program probably would not be readily available.

It is the position of the Oklahoma State Department of Education that schools should provide preventive drug education programs beginning in primary grades.

Symptoms of Substance Abuse

I. Physical Symptomatology of Chemical Abuse

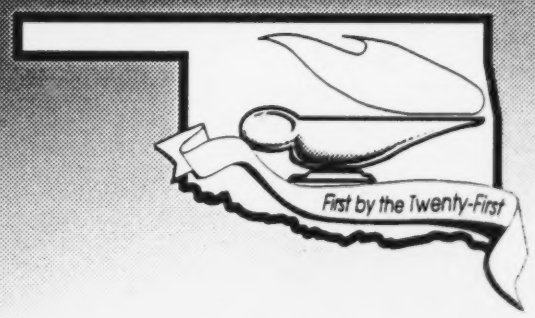
1. Bloodshot eyes
2. Slurred speech
3. Tired and lethargic
4. Has significant changes in activity levels
5. Neglects personal appearance and health
6. Pale facial color
7. Appears hyperactive (unable to control behavior appropriately)
8. Slow thinking (reacts slowly to questions)
9. Complains of physical ailments
10. Loses or gains weight
11. Oily or dark marks under the eyes
12. Ends of hair becomes dry and brittle

II. Academic Performance

1. Changes in school attendance, discipline, and grades
2. Achievement level deteriorating
3. Inability to follow-up on academic commitments
4. Excessive tardiness and absenteeism especially on Monday, Friday, and after lunch.
5. Dropping out of extracurricular activities
6. Discipline problems

III. Social Behavior (personal interactions)

1. Appears to be a loner with few friends (drops straight friends)
2. Abrupt changes of mood
3. Appears negative and argumentative in school
4. Denies personal problems
5. Low motivation level and loss of interest
6. Away from home a lot
7. Preoccupation with chemicals
8. Tickets and accidents
9. Lying to parents
10. Spending a lot of time in room by himself/herself
11. Family arguments
12. Short visits by so-called friends
13. Absent from family activities
14. Rebellious and breaks curfew



Appendix V

Outside Assistance for Troubled Students

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Outside Assistance

There will be some cases where you feel you can do nothing further to help a troubled child. When this happens, don't give up! There are many government agencies and associations available to provide youth service assistance. Following is a list of places to provide parents when student referrals are necessary

Court Related and Community Services (DHS) 74 counties

Juvenile Bureaus (Oklahoma, Tulsa, and Comanche Counties)

Division of Child Welfare (DHS)

Child Guidance Centers (through County Health Department)

Childhood Development Specialist (through Child Guidance Centers)

Youth Services (40 agencies in Oklahoma)

County Health Departments

Mental Health Centers

Judges and District Attorneys and Public Defenders

State and County Bar Associations (attorneys)

State and Local Medical Associations (physicians)

Regional Education Service Centers

Private Residential Agencies--Oklahoma Association of Child Care Institutions and Agencies (OACIA)

United Way Agencies--Oklahoma Area-Wide System Information Service Oklahoma City (Statewide)

Child Abuse Hotline

Rape Crisis Center

Teen Hotline

Appendix VI

Legal Aspects of Classroom Management

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OVERVIEW

A primary responsibility of any school system and its professional staff is the development of an understanding and appreciation for our representative form of government, the rights and responsibilities of the individual student, and the legal processes whereby necessary changes are brought about.

Recent court decisions have clearly indicated that young people in the United States have the right to receive a free public education,and the deprivation of that right may occur only for just cause and in accordance with due process of law.

IN LOCO PARENTIS

A teacher shall have the same right as a parent or guardian to control and discipline a student during the time the child is in attendance or in transit to or from the school or any school function authorized by the school district or in a classroom presided over by a teacher (70 O.S. 6-114).

In loco parentis means in place of the parents and has been used historically to justify the power and authority of school officials over students traveling to and from school. The courts have weakened the doctrine, though it has not been completely eradicated and is still invoked by the courts.

Laws in this country hold parents responsible for the education of their children. When the state assumes this responsibility, its authority is derived from the *in loco parentis* concept. Laws, rules, and regulations set the standards in which schools function in place of the parents.

Due Process

The Fourteenth Amendment to the Constitution provides that no person may be deprived of life, liberty, or property without due process of law. Adults have always been entitled to due process; however, students have not had this protection. Because student rights have been abused and violated, the courts intervened with the landmark decision of Goss V. Lopez, 419 U.S. 565 (1975). The Supreme Court established the following guidelines for short-term suspension of ten days or less:

1. The student must be given written or oral notice of the charge informing him or her of the specific rule or regulation allegedly violated.

2. The student must be given an explanation of the evidence which forms the factual basis for the charge.

3. The student must be given an opportunity to present his or her side of the story.

   Note: A suspension of more than ten days is usually viewed in the same light as an expulsion and should afford the student an evidentiary due process hearing. Details may be found in your district's policies.

The judicial system has recognized that students have constitutionally guaranteed rights. The courts have never ruled that disruptive students may not be removed temporarily or permanently but only that they be fairly treated before suspensions or expulsions are administered.

Special Education Considerations

In regard to Special Education students (handicapped), PL94-142 and the regulations for Section 504 of the Vocational Rehabilitation Act of 1973 impose additional due process requirements on local school districts.

Disciplinary action such as expulsion is a good example of an activity where additional steps are required when dealing with the handicapped. Expulsion is considered to be a change of placement which means data must be gathered and then a team of qualified individuals must determine is the behavior was caused by or related to the handicap. If it is determined that the unacceptable behavior was caused by the child's handicap, the team would need to develop an appropriate program and services, including services needed to remedy or ameliorate the unacceptable behavior. If the behavior was determined to be unrelated to the handicap, suspension can occur.

However, some educational program must be provided in order not to violate the Free Appropriate Public Educational requirement of P.L. 94-142. In other words, while no program must be provided for the nonhandicapped, suspended, a handicapped student must be provided an educational program.

In addition, the Local Education Agency (LEA) must allow a due process hearing if the parents are not in agreement with the school's decision. This is not the same as an appeal to the local board of education, as P.O. 94-142 requires a special procedure and the use of an impartial hearing officer whenever a decision of the local education agency is questioned.

It must be noted that hearings are the responsibility of the LEA in which the child holds legal residence. The state trains and makes available to the LEA the names of impartial hearing officers for their use. The state becomes responsible only when the local hearing decisions are in dispute and an appeal is made to the State Department of Education. Failure to provide local hearings when requested is considered as noncompliance with state and federal law.

Disciplinary Procedures

When considering disciplinary measures for special education students, the following should be considered:*

a. Counseling
b. "Time-out" area
c. Restriction from participation in school activities
d. In-School-Suspension

1. For suspension of over ten days for the special education student, additional procedures should be followed:

   Schedule an Individualized Education Program team meeting to determine if the student's behavior is the result of the handicapping condition. If a change in program or removal from the current program is recommended, the Individualized Education Program must be revised to reflect the change in placement. The school must provide an alternative program (i.e., Individualized Education Program revision,home-based, etc.). When the behavior is not related to the handicapping condition,the procedures established for regular students should be followed. However, any long-term change in the student's current school program should be recorded in the Individualized Education Program.

2. In an emergency situation when the student is endangering self or others, the school has the authority to remove the child from school immediately. However, the Individualized Education Program/placement team must convene as soon as possible after an emergency removal to determine further appropriate action. In any event, the local district's disciplinary due process procedures must be followed.

3. Discipline problems that an Individualized Education Program team is able to anticipate may be addressed on an individual basis in the child's Individualized Education Program.

Teachers' Employment Liability

Teachers throughout the United States have become increasingly concerned with liability for activities involved in their employment. In your work as an educator, you are frequently involved in situations which may involve you in legal actions, some even involving personal liability. A teacher may be personally liable for damages if, in the performance of school duties, the teachers' negligence or conduct results in harm to students, fellow teachers, or other persons. A teacher faces the risk of lawsuits for torts such as negligence, assault and battery, arising out of the administration of corporal punishment, slander, libel, and malpractice.

* "Policies and Procedures Manual" for Special Education in Oklahoma State Department of Education, 1988, page 18.

The unintentional tort of "simple negligence" most often affects teachers. The courts have generally held that teachers owe three basic duties to his/her classes:

1. Adequate supervision
2. Proper instruction
3. Maintenance of equipment in a state of reasonable repair.

In order for a person to be successful in a negligence suit against a teacher, the person must show the following necessary elements of a negligent act:

1. **Duty**--failure on the part of the teacher to protect students against unreasonable risks.
2. **Standard of Care or Breach of Duty**--failure on the part of the teacher to exercise a standard of care commensurate with the risks involved.
3. **Proximate Cause**--The conduct of the teacher must be the proximate cause of the injury.
4. **Injury**--the student must show that there was actual loss or damage. (Does not have to be physical injury.)

Be aware of situations that represent possible areas of liability. The key to avoiding problems or minimizing them is making every effort to exercise common sense and good judgment. Remember that you are a professional educator, and your future employment and professional integrity depend upon your ability to exercise restraint, to act quickly in the event of an emergency, to report any defective equipment, and to monitor your own conduct in the classroom.

Suggestions:

1. Read the board of education policy of your school district with regard to discipline, corporal punishment, and supervision of students. Oklahoma HB 1816 (70 O.S. 6-114) requires each school district to have a policy and to make it available to teachers.
2. Do not, under any circumstances, administer corporal punishment to any students including Special Education students in the absence of a certificated witness.
3. Following an incident of corporal punishment (physical or otherwise), make a written memorandum regarding the incident for your personal files, and send a copy to your principal. This memorandum should include the name of the student, date, time, type of punishment, name of witness, and an indication of the circumstances that led to the punishment.
4. If your school district requires you to file an "Incident Report" with an appropriate school authority, retain a copy for your personal files.

5. Common sense goes a long way in determining proper conduct; i.e., when you are expected to be in the classroom it is best to be in the classroom rather than in the teacher's lounge.

6. If you have questions concerning your possible liability, contact your principal, superintendent, or a representative of your professional organization.

Corporal Punishment

Nothing in this law (21 O.S. 843) prohibits a parent, teacher, or other person from using ordinary force as a means of discipline, including but not limited to spankings, switching, or paddling (21 O.S. 844). Each school district and each school site will have policies, rules, and regulations regarding the administering of corporal punishment. The teacher should be thoroughly knowledgeable with the school district's manner in complying with this law.

Control and Discipline of a Student

Oklahoma statute (70-6-114) requires each school district to adopt a policy for the control and discipline of all students attending public schools in that district. The policy shall provide options for the methods of control and discipline, and define standards of conduct to which students are expected to adhere. In the formulation of the policy, efforts shall be made to involve parents, teachers, and students. The board of education must notify parents, teachers, and students of its adoption and make copies of the policy available upon request.

This policy is usually presented in a student handbook and faculty handbook. It is imperative that the teacher be fully aware of its content and implications.

However, before deciding to use corporal punishment, take into consideration the following points:

1. Determine who is authorized to administer corporal punishment (teacher, assistant principals, etc.).

2. The place where the "paddling" will take place (preferably in private, behind closed doors).

3. For what misconduct may a student receive a corporal punishment (fighting, class disruptions, smoking, tardiness, gum chewing, etc.) and what form of discipline is appropriate.

4. Have at least one witness present to observe the corporal punishment.

5. Does the school have a predetermined instrument to be used for corporal punishment?

6. What students are exempt from corporal punishment and why?

7. Maintain a record of the entire proceeding (student name, who administered, witness, reason, what type discipline administered).

8. Notify parents by phone or letter.

9. Punishment should be immediate, if possible, but never in anger.

10. Be aware that you could be held liable for any physical abuse.

11. Note that there is no conclusive evidence that corporal punishment is effective.

12. Above all, follow your school's guidelines for corporal punishment.

Grade Reduction

There seems to be a direction in the law regarding the lowering of grades for attendance reasons. The following conclusions (Pepe, 1985*) appear to have substance:

1. A grade reduction policy linked to truancy is more likely to withstand challenges than grade reduction policies linked to other infractions.

2. The punishment must be appropriate for the infraction. An inappropriate penalty will likely be considered a denial of the student's due process rights.

3. The local district must have statutory authority for denying credit for student absences.

4. School districts may not abridge the right of free exercise when enforcing attendance policies.

5. Parents do not have unconditional rights to take their children out of school for "educational trips" if the practice is in contravention of school district policy.

* Pepe, Thomas (1985), Academic Penalties for Attendance Reasons. Legal Memorandum (March) 1-8.

Absence from the Classroom

The maximum number of absences for activities, whether sponsored by the school or outside agency/organization, which removes the student from the classroom shall be ten for any one class period of each school year. Excluded from this number are state and national levels of school sponsored contests. State and national contests are those for which a student must earn the right to compete. (The criteria for earning the right to represent the school in any activity or contest must be submitted in writing by local school sponsors and approved by the local board of education.) IV Activity Program, Regulation G, 2, *Administrators' Handbook for Elementary, Middle, Junior High and High Schools*, State Department of Education, 1989-90, p. 21.

Search and Seizure

There is a tendency of the courts to afford school personnel greater flexibility regarding search and seizure than other governmental officials. New Jersey vs. T.L.O. (1985) found the public interest was best served in the school setting with a standard less than probable cause. The court held that the legality of a search should depend "simply on the reasonableness, under all circumstances of the search." Likewise was the "reasonable suspicion test."

Locker and desk searches are related to property, not person, and thus enjoy a lower expectation of privacy. The same reasoning does not apply to strip searches. Strip searches involve persons and thus may constitute an invasion of constitutional rights.

Teaching Objectionable Material

State, national, and international issues of a controversial nature may be presented in the classroom if presented in a factual, unbiased manner. Selection of issues or subjects of this nature should be left up to the teacher operating within the guidelines established by the local Board of education. However, the teacher should give due consideration to the significance and appropriateness of the issue, the students' age, the students' knowledge and interest, the adequacy and availability of related materials or personnel, and the customs and attitudes of the community.

The school's administration should have appropriate regulations which will allow for parents to challenge controversial materials or to request that their student be excused from a portion of the school curriculum.

(See Appendix VII for suggested forms.)

Preventive Action for Classroom Teachers

1. Recognize that as employees of local boards of education you are not protected from tort suit by the "doctrine of government immunity."
2. Know that you are expected to protect the health, welfare, and safety of your students, which include their reputation and good name, as well as their physical well-being.
3. Realize that negligence has no place in school work. Educators are expected to foresee the consequences of their actions or their failure to act.
4. Plan activities carefully. Make the activity fit the students, not the students fit the activity.
5. Do not tolerate "horseplay" in the classroom.
6. Provide proper supervision. Activities of greater risk require more supervision. Younger students and less mature students require more supervision.
7. Corporal punishment should be used only as a last resort. If it is used, consider age, size, physical condition, and rule infraction.
8. Take advantage of liability insurance coverage.
9. Keep accurate records of all actions and accidents.
10. Know the policies of your school and school district.

Appendix VII

Legalities Forms

BEST COPY AVAILABLE

PARENTAL REQUEST FOR STUDENT EXEMPTION FROM SPECIFIC CLASSES

Dear Sir:

The undersigned, the parents of _____

who is enrolled as a pupil in _____ Grade at _____

School, hereby request that said pupil not be required to take the following course or part of course, during the school year 19_____-_____.

Remarks:

Dated this_____day of_____, 19 _____

_____ _____

_____

Address

PRINCIPAL'S RECOMMENDATION:		SUPERINTENDENT'S DECISION:	
Approve	☐	Approved	☐
Do not approve	☐	Not Approved	☐

_____ _____

Signature **Date** **Signature** **Date**

Remarks: _____

_____

Send original and first copy to the Superintendent's Office

Tulsa Public Schools, used with permission

CITIZEN'S REQUEST FOR RECONSIDERATION OF MATERIALS

Author_____ Publisher _____ Type of Material
Library Book ___
Title_____ Paperback ___
Textbook ___
Request initiated by_____ Phone _____ Other Item ___

Address _____
(Street) (City) (Zone)

Complainant represents self _____ and any group

or organization (identify each by name) _____

1. To what in the material do you object?
(Please be specific; cite pages.) (Use back if necessary.)

_____

2. Did you read and examine the entire item? (book, film, etc.) _____

What parts? _____

3. What do you feel might be the result of using this material? _____

_____

4. For what age group would you consider this material acceptable? _____

_____

5. Is there anything good about this material? _____

6. Are you aware of the judgment of this book or item by established critics?

_____

7. What do you believe is the theme of this material? _____

8. What would you like your school to do about this item?_____do not assign it to my child;_____withdraw it from all students;_____send it back to its respective department for reevaluation;_____assign it only with parental approval.

9. In its place, what material of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

_____

_____
(Signature of Complainant)

COMPLETED FORM MAY BE RETURNED TO THE SCHOOL PRINCIPAL

Adapted from Tulsa Public Schools form. Used with permission.

STUDENT REFERRAL TO OFFICE

This form must accompany a student sent to the office for irresponsible behavior.

Student _____ Date _____

Teacher _____ Period _____ Grade _ ___

_____ Student sent to office for remainder of period

_____ Hold in office until teacher arrives

_____ Teacher will schedule conference with individual, counselor, or administrator (on to next class)

_____ Administrator will talk to student and they come to an understanding (on to next class)

RECOMMENDATION FOR IN-SCHOOL-SUSPENSION

What is the specific problem? _____

_____

_____

_____

Remedial steps already taken by teacher:

_____ ICS

_____ Teacher-student conference at planning period

_____ Parent call or conference

_____ Referred to counselor for assistance

_____ Administrator conference

Student recommended for ISS because of:

Check one.

_____ Irresponsibility in ICS

_____ Not keeping previous commitments

_____ Refusing to go to ICS

_____ Refusing to make commitment or written plan

_____ Fighting, cursing, or abusive language to teacher, or complete insubordination

FOR OFFICE USE ONLY

Student assigned to ISS for _____(Date)

Principal_____

Adapted from Tulsa Public Schools used with permission.

STUDENT EVALUATION CRITERIA

Teacher_____

Subject_____

Semester_____ Year_____

BASIS OF GRADE

1. Tests _____%
2. Homework _____%
3. Oral Presentations _____%
4. Nonacademic Evaluation _____%
5. Other (list) _____ _____%

_____

_____

100 %

GRADE SCALE

GRADE	%	OR POINTS	SPECIAL WORK	EXTRA CREDIT
(Example) C	77-79%	400-499 pts.	1 report	None

NONACADEMIC EVALUATION

- ☐ Attitude
- ☐ Reliability
- ☐ Attendance
- ☐ Discipline
- ☐ Cooperation
- ☐ Performance (music, athletics, etc.)

Edison High School Tulsa, Oklahoma. Used with permission.

Daily Classwork Drag Sheet

NAME _____ DATE _____

ENGLISH _____

_____

_____

_____ TEACHER SIGNATURE _____

MATH _____

_____

_____

_____ TEACHER SIGNATURE _____

READING _____

_____

_____

_____ TEACHER SIGNATURE _____

SCIENCE _____

_____

_____

_____ TEACHER SIGNATURE _____

SOCIAL STUDIES _____

_____

_____

_____ TEACHER SIGNATURE _____

_____

Parent Signature

COMMENTS: _____

_____

_____

Disturbance Questionnaire

Date_____ Name _____

Teacher who sent you here._____

1. Was it necessary to disturb the class? Explain. _____

_____

_____

2. Did this problem exist before this class period? _____
3. Was the teacher aware of the problem? _____
4. Was anyone else aware of the problem? If so, who?_____

_____

5. Explain the problem in your own words. _____

_____

_____

_____

_____

6. Was there any other way to solve this problem without disturbing the class? Explain.

_____

_____

_____

7. Can you place the blame for the problem on someone else in the room? If yes, how did he or she make you create the disturbance?

_____

_____

_____

8. Do you generally let other people lead you into trouble? _____
9. What do you feel is the most appropriate and approved way of keeping others from messing up your life by interrupting your learning processes.

_____

_____

_____

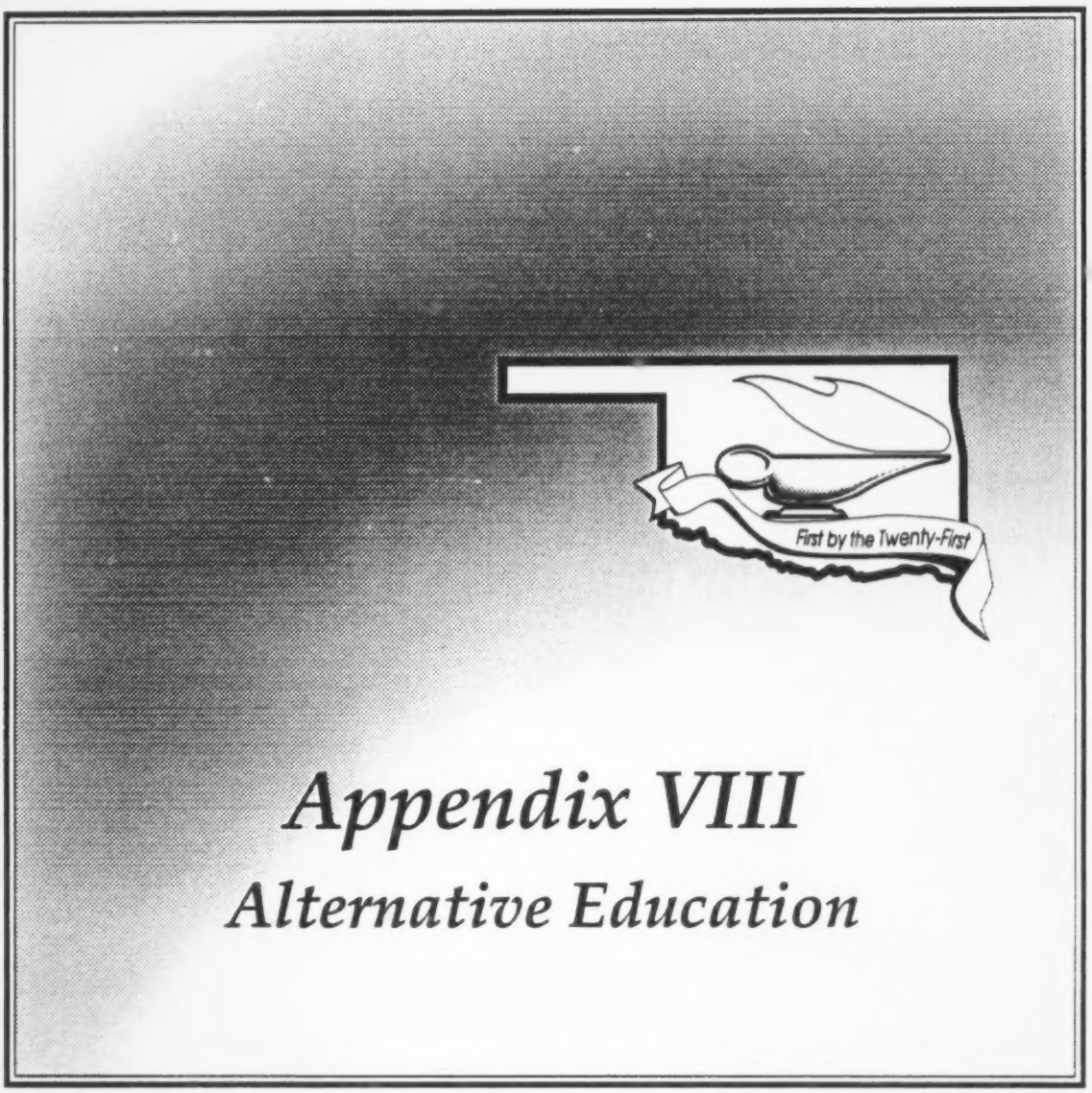
10. What do you think your punishment should be? _____

_____

_____

_____

Quinn and Groom used with permission.



Appendix VIII

Alternative Education

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Personal Skills and Competencies

Teachers of low-achieving students need to be:

- Accepting
  Accept each child as a person of worth, no matter what his or her level.
- Caring, concerned, empathetic, loving, respecting, humanistic
- Enthusiastic and energetic
- Humorous
- Patient
- An effective communicator with student and PARENTS
- Creative
- Flexible

Professional Skills and Competencies

Teachers of low-achieving students need to:

- Be professional (reliable, punctual, dedicated)
- Utilize resources from other teachers and community

Materials

Teachers of low-achieving students need to:

- Adapt materials to appropriate levels
- Develop and utilize manipulatives
- Utilize a wide range and VARIETY of materials

Methods

Teachers of low-achieving students need to:

- Possess organizational skills

  Planning
  Management
  Record Keeping

- Set realistic goals and objectives for students (high expectations).
- Make learning relevant.
- Individualize instruction.
- Utilize small group instruction.
- Utilize a VARIETY of techniques and methods.
- Reteach and give students time to practice the skill or concept. Meaningful repetition is essential.
- Know to teach reading and language arts skills. (Ability to teach reading definition of words, definitions in context, details, fact/opinion, drawing conclusion, character analysis, affixes; ability to develop and use appropriate language activities.) Low achievers are often deficient in language.
- Have a thorough knowledge of all content areas.
- Have training in Special Education

Learning Environment

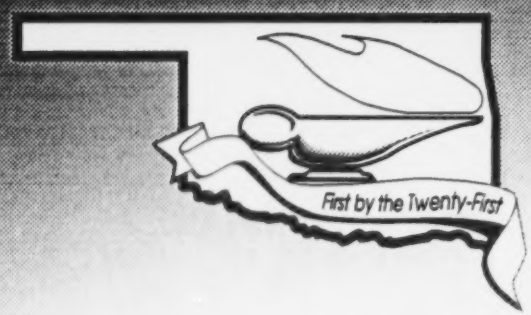
Teachers of low-achieving students need to:

- Be a cheerleader.

  Be positive.
  Use motivational strategies.
  Reward.
  Enhance self-concepts.
  Ensure successful experiences.

- Create a warm, inviting learning environment.
- Be firm, consistent, and fair in classroom management.
- Consider the TOTAL CHILD (mental, physical, and emotional).

Lehr, Judy Brown and Hazel Wiggins Harris. *At-Risk, Low-Achieving Students in the Classroom.* Reprinted with permission by National Education Association, Washington, D.C., copyright 1988.



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